

THE FUTURE OF THE COLLEGES

Town v. country rift underlies fraught West Midlands vote

by David Hencke

The future of higher education in the Hereford-Worcester education authority will be decided on Monday on the votes of a county education committee which is bitterly divided between "rural England" and "the townies" and is still squabbling over the Redcliffe-Maud recommendations to set up the authority two years ago.

At risk is either Britain's first proposal for an "open college" on a 1400-acre site in Bromsgrove, near Birmingham, or Hereford's only higher education institution, the 650-student college of education in the old county town. Local politicians are divided over the issue that the Conservative, Independent, Labour and Liberal groups on the council have split both ways.

This follows a Government decision to offer the divided county a choice between closure of either the Hereford college, as originally suggested by the Department of Education, or Shensstone New College, with 850 students in north Worcestershire.

The Department has been faced with opposition from the Hereford college culminating in a deputation to the DES last month.

Local councillors and teachers see the closure of the college as one more step to denude the town of all its facilities, following the closure of its county hall last year. Herefordshire, which has a declining population, has been described as "the wasteland ward of the West Midlands".

also plans for an ambitious open college by combining Shensstone with adjacent Bromsgrove College of Further Education.

The two colleges own nearly £4m of new buildings between them and the Hereford-Worcester authority has no money to fund the college of education if it ceases to offer high-level courses.

The result is that local councillors fear that £2m of new buildings—the latest extensions were completed last week—will be left to fall derelict after 1978.

Dr Dennis Brailsford, principal of Shensstone New College and the likely choice for the principal of the new open college, says the college has a strong case for survival.

It offers a wide range of teacher training courses including teaching practice in rural schools, educational priority areas and areas like Smethwick, which have a high density of immigrants. It is also serving the West Midlands an area of expanding population with new towns at Redditch and Telford.

The college has approval for a two-year Diploma of Higher Education from Birmingham University and is about to start talks with the Council for National Academic Awards on an in-service Bachelor of Education degree.

The most imaginative proposals are for an open access system of higher education designed to cater for the 16-19 year age group so that students on low level courses can progress to the DipHE and from the college to take degree courses in universities and polytechnics.

Lecturers at Bromsgrove College of Further Education are very keen "not to ape the polytechnic but to offer sub-degree work which can attract local students into higher education."

Local industry, including Leyland and Lucas, also supports proposals since they find service offered by the college of further education supplying the requirements both apprentices and retained graduates.

The college has mounted a campaign among local councils and Members of Parliament led by Mr Gerry Fowler, the former Minister of State for Higher Education, since the college provides teaching practice for schools in Shropshire constituency.

Let have been delivered to more than 20,000 homes in Bromsgrove and neighbouring villages.

Quality must not be sacrificed for the sake of student numbers—Dahrendorf

by Alan Cane

A clear warning that the Government may be sacrificing university quality for the sake of student numbers was given by Professor Ralf Dahrendorf, Director of the London School of Economics, last Saturday.

In a letter to *The Times*, he argued that the present round of economies in higher education was not merely a common effort between the universities and Government to work through a difficult stretch; it was a redefinition of the place of the universities and of their relationship with Government.

Arguing from the economic choices set out by Lord Crowthier-Hunt in his recent series of speeches, Professor Dahrendorf asked: "Might it not be argued that these statements imply a clear priority not only for economics but also for a more radical approach to achieving an undergraduate numbers target by hook or by crook?"

He went on: "Whatever one's views about expansion and priorities in higher education must be essentially qualitative. If this fact is forgotten, one of the most distinguished university systems in the world may well lose its distinction."

On the same day, *The Times* published letters from Professor R. V. Jones, of Aberdeen University and Professor Max Beloff, head of the

University College at Buckingham, clear indication that national daily newspapers are beginning to reflect the future of re-appraisal generated in higher education by Lord Crowthier-Hunt's comments.

Professor Jones, arguing that the post-Robbins expansion has indeed lowered standards and that the degradation of the universities has been taken one step further by the threat of academic strike action, wrote: "The strike weapon is among the most dangerous that civilization has ever invented, but it has now been sanctified to the point where crossing the picket line is regarded as a more heinous offence than desecrating an altar. The invocation of academics would well be devoted to awakening their countrymen to the dangers of the strike philosophy rather than joining in it."

And Professor Beloff, asserting that in the present circumstances UCB offers a viable alternative to a state system, says: "We can assure those school-leavers now places at Buckingham and then the best of our ability, their papers marked and their results made public. Nor need they worry about the possibility of an interruption to their studies, for where the writ of the AUT runs no more, the writ of the NUS should prove appealing."

Professor Jones said that standards had demonstrably fallen. Students taking soft options in the arts were unsure why they were at university and were taught by a poor quality who were not sure why they were there either.

"The result was a loss of balance between authority and freedom, culminating in events such as Stirling," *The Times* and *The Guardian*—two of the newspapers most widely read by academics—have taken different editorial lines towards the problem of expanding higher education more widely.

The Guardian (May 26) argued that standards must drop as an extra 180,000 students enter higher education by 1980 while educational expenditure increases by only 1 per cent or less. It said: "It will be better to protect the numbers in the hope that although standards of accommodation and facilities must drop, teaching standards will not."

To allow students to rough it is much preferable to cutting teaching standards." *The Times* (May 17) warned that the universities were of sufficient distinction to warrant separate organization and separate funding. "When the universities are not capable of indefinite multiplication or growth (the Robbins fallacy)," it argues that most student expansion to meet man's needs and social demands should take place outside the universities.

£750,000 cuts force poly to drop housing plans

by Sue Reid

Leicester Polytechnic's capital expenditure budget for the next academic year has been cut by more than £750,000. The economies will mean abandoning a £268,000 student housing programme already approved by the Department of Education and Science.

The capital budget programme, originally divided between £463,000 essential expenditure and £34,000 non-essential expenditure, makes up the total cut back figure agreed by Leicester County Council last week.

But the economies have raised a storm of protest from the academic community at Leicester. Mr David Bethel, the polytechnic's director, said this week: "It must be that those who decided on these massive cuts were unaware of the effects of their decision. To reduce the capital budget of a multi-million pound institution overnight clearly makes neither economic or educational sense."

However, he emphasized: "We have not yet given up hope that, with greater knowledge of the facts of the case, the authority will feel more able to revise their decision. The decision and the mode of its taking will certainly increase pressure for the polytechnic to be removed entirely from local authority control."

Mr Tom Burgess, president of the

polytechnic's students union, said was deeply perturbed at the council decision. Concern had been expressed by the academic body and students.

He particularly criticized housing programme cut back which he claimed, due to the nature of the local authority pooling policy would mean a net saving to Leicester ratepayers of just £100,000.

In a situation of economic emergency all possible economies must be made, but it would be to suppose a total cut in expenditure on a vital component in higher education can be contemplated without considerable long-term damage."

Mr Ken Taylor, Leicester County Council's first assistant deputy director of education, claimed the authority's education committee had not backed the cuts. But he said the education committee was part of a wide range of financial cuts in many fields.

Defence for the cuts came from Mr Ray Hale, deputy county treasurer. He said that in line with Government directives Leicester County Council could maintain its capital programme only if the next year. Economies had to be made under Government pressure but there was nothing to say polytechnic expenditure would not be included in the future. There had been a "re-phasing" of expenditure programmes but would be looked at again.

East Anglia freezes all new posts

The University of East Anglia is to freeze all new appointments, both teaching and non-teaching, in an attempt to halve an expected loss of £400,000 next academic year, Dr Frank Thistlethwaite, the vice-chancellor, announced this week.

The university's grant for 1978/79 of £4,938,000 has been criticized by the vice-chancellor as "inadequate". The freeze, which will continue at least until September, will result in a reduction of the university's labour force of between four and five per cent.

Oxford University announced last week it was filling half of its vacant academic posts as a result of a £1.8m increase in its grant for 1975/76 to £18.7m.

AUT call rejected

Academic staff at Cambridge University have rejected the Association of University Teachers' call for its members not to release examination results until an arbitration tribunal has made a salary award to universities.

Most Oxford undergraduates are also expected to receive their results. The main results are not published until July, and the pay claim is expected to be settled before then.

New part-time BA

A new part-time business degree course will be launched by the Polytechnic in September. The BA in Business Studies, created by the Council for National Academic Awards, offers students a flexible choice of studying for the degree, can be completed in five, six or even eight years.

Students can study by evening or one half day and evening or one whole day and evening. The course provides a broad background in business studies, allowing a student to specialize in management, marketing or finance.

Students can be admitted without the normal two A-level entry requirements. If the polytechnic is satisfied that they have the ability to study at degree level.

NEXT WEEK

Anthony Arblaster on radio and the Black Paper
L. C. Knight on Shakespeare's Last Plays
Bernice Martin on utopian and the national Film School
John Brickhill on the national Film School
Alexander Gunn on student health

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University salaries... Laurie Sapper... Award details... Report from Manchester

'A little of what we fancied—but not enough'



by Laurie Sapper, general secretary, Association of University Teachers

Although the phrase "a chunk of light at the end of the tunnel" is hackneyed, it does perhaps best describe the award that has just been made by the Arbitration Tribunal on the first leg of the university teachers' present salary negotiations.

If successful negotiations are concluded on the second part of the pay settlement promised by the Department of Education and Science (and that, of course, has yet to be negotiated) then we will have gone some way to putting right the absurd, anomalous, and unjust situation into which university teachers' pay was forced earlier in the year by a dogmatic imposition of the social contract.

Since negotiations have been long and tortuous, extending over several months of arduous involvement, it might be worthwhile to briefly recount the events that have led to the first ever arbitration case on university teachers' pay.

When we settled for 7 per cent plus threshold payments (together with a 1 per cent increase for a variety of purposes) under the last Government's pay policy, we gave notice to the University Authorities' Panel that we would want a complete review of university teachers' pay in the light of what had been happening in other sectors of employment.

We began this review last July and completed it during the autumn. At that time we estimated that

18 per cent would need to be added to the statutory increases which came into force on October 1, 1974, to give university teachers some measure of "catching-up".

Although not disagreeing with the amount claimed, the Secretary of State for Education and Science took the view that such an adjustment would be in breach of the 12 months rule in the social contract.

In spite of every bit of pressure the AUT could muster, the Secretary of State adamantly refused to move on this issue and indeed reiterated again and again in Parliament that he was sticking to his point of view—even to the extent of refusing to entertain on any claim that sought to reopen the October 1974 settlement.

Finally, in order to break the deadlock the Secretary of State did agree to make a two-part offer to Committee A (the University Authorities' Panel and the Association of University Teachers) to operate from October 1, 1975, which would (a) give university teachers a pay increase in the region of 12 per cent of living increase for the year 1974-75.

Negotiations took place on the first part of the offer—they broke down and hence the arbitration hearing. The increase now awarded will represent the basis on which a cost of living increase will be negotiated.

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University teachers' increase may total more than 40%

by David Dickson

The final scale agreed by the arbitration panel seems to have been arrived at by compressing the 17-point scale proposed by the DES to the first 15 points of the scale, and adding two further increments.

The net result is a 20 per cent increase for those at or above the top of the lecturer scale including all senior lecturers and professors, rising to a 23 per cent increase—corresponding exactly with the DES offer—for the bottom of the lecturer scale.

In addition to the figures suggested by the tribunal, the new salaries will include a cost-of-living increase for the period October 1974 to 1975.

The exact size of the increase is still to be negotiated between the Association of University Teachers, the Universities Authorities Panel and the Department of Education and Science, but is expected to be in the region of 22 to 23 per cent.

Assuming a cost of living increase of 22 per cent, the salaries of university lecturers would increase in October from the current scale of £2,347-£5,125 (which includes threshold payments) to a scale of £3,389-£7,341.

The current scale includes the 11 threshold payments made between May and December, 1974, while the new scale would take such threshold payments into account.

The salary scale for senior lecturers would increase from £4,939-£6,205 to £7,006-£8,962, and the average salary of a university professor would increase from £7,466 to £10,836.

In their joint claim to the arbitration tribunal, the AUT and the UAP demanded an increase for university lecturers of between 25 and 36 per cent to which cost of living increases would have been added.

The offer made by the DES represented a 4 per cent increase on the salaries recommended by the Arbitration Committee for grade A lecturers in further education, although spanning the 17 points of the university teachers' scale as opposed to the 15 points of the further education scale.

This would have meant an increase for university lecturers before allowing for the cost of living increase of between 17 per cent for those at the top of the scale and 23 per cent for those at the bottom.

Houghton committee as taking into account the cost of living increase between April 1974 and April 1975. The Association of Teachers in Technical Institutions is claiming a 26 per cent increase on the Houghton figures.

University teachers have reacted to the arbitration tribunal's award with a mixture of relief and disappointment.

Many seem happy to accept a final increase in the order of 45 per cent as a realistic answer to their demands. Others feel that more could have been done to remove the differential between those at the bottom and the top of the profession.

Dr Peter Lowe, secretary of the Manchester Branch of the AUT, said that going to arbitration had been justified in that an improvement had been won, but that he was basically disappointed. The possibility of further militant action next session in pursuit of more money could not be ruled out.

University salaries—the arbitration award

	Current Scale	Committee A Claim	DES Offer	Award
Lecturers				
	£2,118	3,078	2,778	2,778 x 204
	2,247	3,291	2,955	2,955
	2,412	3,504	3,132	3,132
	2,580	3,717	3,309	3,309
	2,737	3,930	3,486	3,594
	2,931	4,143	3,663	3,798
	3,108	4,356	3,840	4,002
	3,285	4,569	4,017	4,206
	3,462	4,782	4,194	4,410
	3,639	4,995	4,371	4,614
	3,813	5,208	4,548	4,818
	3,990	5,421	4,725	5,022
	4,164	5,634	4,902	5,226
	4,341	5,847	5,079	5,430
	4,518	6,060	5,256	5,634
	4,695	6,273	5,433	5,838 x 212
	4,872	6,486	5,610	6,042
Senior Lecturer/Reader				
	4,707	6,285	5,454	5,838 x 212
	4,896	6,501	5,631	6,050 x 216
	4,896	6,501	5,631	6,050
	5,076	6,714	5,808	6,265
	5,256	6,927	6,024	6,482
	5,436	7,141	6,219	6,698
	5,616	7,354	6,414	6,914
	5,796	7,567	6,609	7,130
	5,976	7,781	6,804	7,346
Professor				
Minimum	6,105	8,106	7,000	7,501
Average	7,257	9,636	8,500	8,881

These scales attract a cost of living increase to be negotiated.

Pessimism is still pervading atmosphere

from Alan Cane

Plans to withhold examination results at Manchester University were abandoned as soon as the arbitration panel's decision reached officials of the local branch of the AUT.

The pervading mood of disquiet and pessimism here, however, will not be so easy to dispel. As basic planning for the 1977 to 1982 quinquennium gets under way, Manchester academics feel themselves to be under fire from a Government whose motives they distrust and in whose Ministers they have little confidence.

Mr Prentice is seen as the architect of the university's decline. "Why is he so much against the universities; does he have a reason for his attitude?" asked in a note of injured despair, junior academics believe Mr Prentice's word is not to be trusted. Senior academics think he is an honest and reasonable man doing the bidding of a Cabinet irrevocably prejudiced against the universities.

Dr Brian Manning, senior lecturer in history and president of the local AUT branch, talks of a feeling that a general attack is being made on the universities. Dr John Bu-Lock, Reader in Chemistry, said there seemed to be a clear determination to bring the universities to heel by "people who are not prepared to admit we are doing a good job."

A colloquy commented: "You get used to your neighbours sneering at the apparent irrelevance of your work, but it is too much when that is also the official line."

Conservation of knowledge, one of a university's chief functions, is in danger here. There is little money to maintain and improve book stocks in the library.

Time for research and for private scholarship is the big worry. Declining staff/student ratios, declining postgraduate student numbers, and unprecedented teaching loads, are giving rise to widespread anxiety about the future of research. Frank Musgrove, sole professor of education in a department where two chairs have been "frozen" since 1972, said:

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The THES
The average weekly circulation of *The Times Higher Education Supplement* in May was 21,753 copies compared with 19,653 in May, 1974—an increase of 2,100.

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University intervenes in college closure fight

by David Hencke

Dr Robert Hunter, vice-chancellor of Birmingham University, has intervened in the bitter struggle over proposals to close either Shenton or New College, Bromsgrove, or Hereford College of Education.

His letter to the Hereford-Worcester authority was distributed to the 42 members of the council's education committee on Monday at the same time as a letter from the Department of Education and Science announced a one-year reprieve for the college that will be earmarked for closure by the authority.

The DES has offered the authority a choice of closure, and the authority is expected to make its decision on July 10 at a county council meeting. It has been allowed a small intake in 1976 for the college that will be closed.

Meanwhile, the education committee has appointed a 20-member working party of councillors, teachers' representatives and college principals to sift the evidence for closing Hereford or Shenton.

Mr Hunter's letter, however, could have an effect on the voting of some of the members. One councillor, Mr Francis Reynolds, told the education committee that he may be changing his mind in favour of retaining Shenton as a result of it.

Dr Hunter says in the letter:

Courtesy and professionalism—the marks of Stanley Hewett

A memorial service for Mr Stanley Hewett, former general secretary of the Association of Teachers in Colleges and Departments of Education, was held at London University this week.

Mr Hewett, who died on May 1, was remembered by many of his colleagues in a simple meeting which consisted of tributes and readings from an anthology of poetry which he edited.

Mr Malcolm Lee, chairman of the ATCDE, said Mr Hewett was general secretary during five years of traumatic change both for the association and the colleges of education. He maintained an outward calm throughout the changes and his counsel would be sadly missed.

His dedicated professionalism, courtesy and loyalty combined to produce a man whose memoranda were read as his conversation to hear, Mr Lee said.

Mr Hugh Harding, Under-Secretary at the Department of Education, said Mr Hewett's public statements were studiously moderate and

"While the university is, of course, aware of the need for maintaining a centre for teacher education at Hereford, it should be pointed out that Hereford College of Education was not among the group of colleges in which the university initially offered validation of its teacher education courses."

"The subsequent offer of validation to that college was made for a period of seven years when it became clear that the college had not succeeded in its attempts to secure a promise of validation from other sources and the continuation of its courses was therefore in doubt."

"It is the view of the university that the resources of Shenton College and those which will be available to it on the Bromsgrove site fully justify the unqualified offer of validation which the university made. The subsequent and limited agreement to validate courses in Hereford college, however, must be seen as an indication of our view that its resources would next few years before the university committed itself to a further period of validation."

The education committee were warned by Mr John Arnett, its vice-chairman, that for a deputation from the authority to go back proposing the closure of Hereford College could make them look ridiculous.

It had become increasingly acknowledged that he was a leader of educational opinion.

The editor of *The Times*, Mr Brian MacArthur, said Mr Hewett's articles were "unusually well-informed, judicious, lucid and witty" summed up the man. "His grasp of events and his inexorable logic was remarkable."

Lord Alexander, secretary of the Association of Education Committees, said he was almost the perfect example of what was expected from those in the education service. "A man who had never known of an acrimonious word passing between us."

Poems were read by members of the English department at Nottingham College of Education, where Mr Hewett had headed before working for the ATCDE.

A memorial fund to promote international relations in teacher education has been set up by the ATCDE to commemorate Mr Hewett's name. Contributions should be addressed to the association at 3 Crawford Place, London W1H 3BN.

—TES

'History essential' for scientists

by David Dickson
Science Correspondent

Both science and history undergraduates should study the political history of science as an integral part of their undergraduate course, Professor Margaret Gowing, professor of the history of science at Oxford University, said in her inaugural lecture last week.

Science had been part of history for centuries. It had been a crucial thread in revolutionary thought, and an ingredient of state power whether measured in military or economic terms, Professor Gowing said.

How much more political is science today, at almost every level. What reason, for example, can be given to society—to the taxpayers—for supporting certain forms of science rather than art, music or history, or slum clearance or personal consumption?

Some of the most agonizing problems arising from modern science were political, not scientific or technical, she said.

"Since so many scientists find themselves so deeply involved in various kinds of politics, even undergraduates who intend to pursue research should surely have some baptismal historical preparation."

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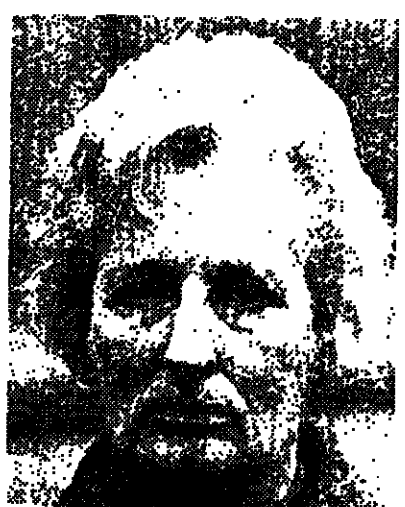
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—TES



Professor Margaret Gowing—
"Difficult to recognize enormous role of science."

"This is equally, if not more, necessary for those who become scientists in industry or government and for the increasing numbers who move out of scientific work altogether."

Professor Gowing said that it was difficult to recognize the enormous role of science in fields such as

intellectual history and political and social theory from the syllabus of mainstream history in most British universities.

Although Renaissance and seventeenth-century history were now almost inconceivable without their scientific revolutions, when the mainstream history syllabus reached the nineteenth and twentieth centuries, science slipped away from it almost completely.

"This omission of one of the dominant forces of change in these centuries is intellectual impoverishment for the students and historical impoverishment for the profession," she said.

The suggestion by some historians that after 1800 science became too difficult was dangerous and should not be offered as an alibi. Science could be studied in many areas, from many aspects and from different levels.

Professor Gowing said that science was not marginal to undergraduate courses in modern history. It should find a place, not only in optional special and further subjects but in the basic and central political studies.

"Unless it is firmly rooted in undergraduate studies the history of science may flourish as a specialism but not as part of mainstream historical study," she said.

Tory support for University of Europe

The Committee of Vice-Chancellors and Principals is to look into the initiative now being taken between the French Committee of Vice-Chancellors and Principals and the West German Board of Deans to increase the number of academic exchanges of both students and lecturers between the two countries.

In a recent reply to Dr Keith Hampson, Conservative MP for Ripon and secretary of the Conservative education committee, who drew the matter to the CVCP's attention, Sir Roy Marshall, secretary general, said: "We have not been approached directly in this particular matter but we are of course ready to consider ways in which academic cooperation at an international level might be promoted."

The Conservative Party is in favour of the idea of a European degree. Dr Hampson wrote: "As the party which took Britain into Europe we are particularly keen on encouraging the concept of a European University and the French efforts ought, we believe to be responded to from our universities."

Students to get bigger role in new Edinburgh constitution

Non-teaching staff and students are to be represented for the first time on Edinburgh University's court, its highest governing body, the court has agreed. The proposals are part of wide-ranging changes to be made in the constitution of the university.

It has been recommended that the court should include one member of the non-teaching staff, who should be a full-time paid trade union official, and three student members, including the student union president.

The court is to include a substantial number of members (although not necessarily a majority) who are neither paid by the university nor are students.

After the local government re-organization, Edinburgh District Council and the Lothian Regional Council will each be entitled to appoint a member.

The ancient office of the rector is to be retained, but the position

of rector's assessor to be abolished. The rector, who usually has the role of ex-officio chairman of the court. He will occupy a place on the court, whether he is a student or not, and the court will elect its own chairman from among the members each year.

With the exception of the principal, no member is to serve for more than six years.

Among proposals for departmental changes, it was agreed that students are to be invited to attend staff and faculty meetings "when appropriate". They are already represented on departments' boards of studies.

Heads of department are urged to hold meetings each term. The university's information office should increase its staff when funds become available it was agreed.

New legal journal launched

A new legal journal called *Poly Law Review* was launched this week by the School of Law at the Polytechnic of Central London.

Its editor, Helen Galas, a lecturer in law at the polytechnic, says she aims to "present law in its social context and to examine how the law is answering contemporary social challenges."

The first issue contains an article

by Lord Halsbury on the office of Lord Chancellor, an article by Lord Justice Scarman on administrative law and the legal profession, an interview with Paul Foot, editor of *Socialist Worker* on the subject of contempt.

The journal will appear every four months. Copies from *Poly Law Review*, PCL School of Law, 25 High Holborn, WC1. Price 50p, or £2 annually.

CVCP agrees to assist with study of educational expenditure

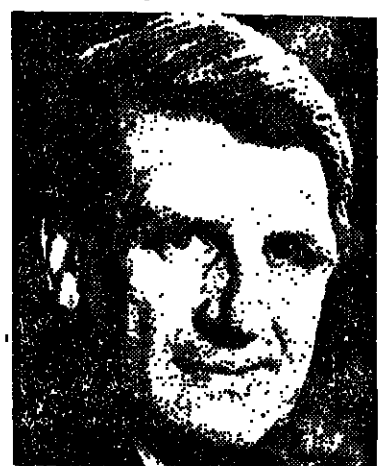
by Sue Reid

University vice-chancellors have promised to cooperate with the Government in its examination of educational expenditure. They now want the Government and local authorities to provide them with the necessary funds.

The pledge has come from the Committee of Vice-Chancellors and Principals, which is to conduct a study on areas of possible saving for publication in November. The study will outline the position of universities in relation to manpower needs, vocational subjects and educational economics.

Sir Arthur Armitage, chairman of the CVCP, said this week it would be a "considered, full and public statement" which would bear special reference to the economies suggested recently by Lord C. H. Hunt, Minister of State for Higher Education.

The CVCP has made it clear that discussion on education economics should include the polytechnics and other fields of higher education. The vice-chancellors claim that full information about student numbers, staff ratios, and costs has been



Sir Arthur Armitage—"get the facts on polytechnics, too."

available only for universities; if similar statistics have been drawn up by the polytechnics they have not been published.

Sir Arthur, who is also vice-chancellor of Manchester University, said: "What we are talking about is education cuts right across

the educational sector, and how much the country can afford to cut from its educational programme."

He underlined the welcome that the universities are giving to public debate on necessary economies in higher education, but emphasized that the priority was to preserve quality.

Universities would make a full disclosure of the facts, promised Sir Arthur. "We shall join in as a national duty, even though we may suffer as a sector." The report would come after consultation with the University Grants Committee.

Because of economies already started, the average student ratio at universities has fallen a full point to 1.8:9, the CVCP claims. For more than 30 students entering universities, only one new member of staff was being appointed.

The vice-chancellors emphasize that while academic staff are responding well to the economies challenge, there is a limit to their endurance. They warn that in some laboratories it is becoming difficult to improve safety standards as demonstrators and tutors are being cut back.

Universities face era of financial uncertainty

Oxford University faces two years of financial uncertainty, it was revealed this week in the University's Gazette. Oxford's inner cabinet, the Hebdomadal Council, says that as the recurrent Government grant for 1976-77 is not expected to cope with inflation the outlook is uncertain and not promising.

The council, explaining its budget estimates for the financial year ending July 1976, claims it had been hoped that both the Government grant for 1976-77 and arrangements for ensuring values in real terms would be announced at the same time as the 1975-76 grant, which was estimated in April as £15,707,000.

Now the council says: "No such announcement was made and the outlook is uncertain and unpromising."

The 1975-76 grant includes an allowance for inflation, but since no supplementary grant can be expected provision has had to be made in the budget for increases in the

cost of items other than academic salaries. This will be no margin for new expenditure, so new posts and activities will only be supported by redeploying resources.

Total income during the year will be £19,107,660, of which the recurrent Government grant accounts for £17,264,000, compared with the estimated income for the present year of £15,399,783, of which £15,289,583 is recurrent Government grant. Expenditure next year is estimated at £17,855,402, leaving £1,252,258 as a reserve to meet rising costs.

Fears of financial hardship have also been voiced by the University of East Anglia where Dr Frank Thistlethwaite, the vice-chancellor, has already planned a freeze on all new appointments because of lack of cash.

Dr Thistlethwaite has cancelled the university stand at the Royal Norfolk Show next month, ordered a cut in costs of the annual congregation ceremony, and cancelled

a lunch for members of the University Council and Senate arranged to discuss university problems.

He says it is hoped that the jobs freeze will have an antedepressive effect next year, and plans the other measures to save money this year.

Economies are under way at other universities too. Sir Arthur Armitage, vice-chancellor of Manchester University and chairman of the Committee of Vice-Chancellors and Principals, has revealed that there are about 20 vacant academic posts at his university which will not be filled. The students were there, but the necessary cash was lacking.

The CVCP estimate that for more than 30 students entering universities only one new member of staff is being appointed, and at Liverpool there will be 400 new students but not a single extra member of staff appointed.

Leader, page 14.

Salford to get new departments

Proposals for major developments in academic policy, including the establishment of new arts and social science departments and of an "area studies" sector with particular reference to Europe and the EEC, have been approved by the Senate of Salford University.

The Senate has also approved the suggestion that certain degree programmes in the university should be modified to allow potential graduate teachers to spend the third year of a four-year course at a college of education, where they would obtain a certificate of education.

The proposals were put to the Senate by the university's academic policy committee, and are based on a planned growth of full-time undergraduate students numbers to 4,500-5,000 by 1977, and subsequently to 6,000-6,500 by 1982, the end of the next quinquennium.

The committee said that particular attention had been given to encouraging students in the social sciences, attracting candidates with arts qualifications and mixed qualifications, and providing programmes oriented towards the all-graduate professions.

It said that to achieve the student numbers envisaged in the second growth stage, the university would have to undertake a building programme, including a large arts building and matching residential accommodation.

Among the committee's recommendations accepted by the university Senate is the proposal that the departments of electrical engineering and pure and applied physics be requested to consider and report on the feasibility of a common first year undergraduate course between the two departments.

The Senate has also accepted that outside the area of traditional liberal studies the university's adult education activities should be concentrated mainly at the postgraduate level.

The 21 of whom are studying in West Germany and Austria, will no longer have to report daily to the police and were each released on an increased bail figure of £500.

The students were arrested outside the Iranian Embassy on April 29 as they protested over the deaths of two political prisoners in Iran. A country-wide campaign launched by the World Confederation of Iranian

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ATCDE agrees to ATTI merger

by David Hencke

A proposal to create a federal higher education union between the Association of Polytechnic Teachers and the Association of Teachers in Colleges and Departments of Education was soundly defeated by the ATCDE Council on Friday.

By 57 votes to 14, with three abstentions, the council overwhelmingly approved a merger with the Association of Teachers in Technical Institutions to form an Association of Teachers in Colleges and Polytechnics.

The ATCDE Council also agreed that the ATCDE should enter a joint membership scheme with ATTI and arrange for a ballot of members in the autumn term to approve the decision.

The decision will be a blow to the APT which, if it could have persuaded the 6,700 members of the ATCDE to join its own membership, privately estimated to be 2,800, could have created a sizeable alternative to the ATTI.

An APT statement said that ATCDE members will be outnumbered nine to one by existing ATTI members. On June 14 its council will debate several proposals, including one considering a confederation of associations engaged in higher education.

The APT statement adds: "College of education lecturers by merging with the ATTI will find themselves undervalued in the same way as the polytechnic lecturers until the formation of the APT."

"It is to be feared that the standard of training for student teachers may suffer and that the new intakes of students to training colleges will fall yet more sharply."

The ATTI said it was extremely pleased by the merger decision, which would strengthen professional unity in higher education.

Students and staff at Edinburgh University have been told that the administration kept a case of embezzlement by a research worker secret for four months.

Nearly £3,500 provided by the Government for work in the disabled research unit in the orthopaedic surgery department was apparently diverted by means of fraudulent receipts.

Mr Gordon Brown, the rector, intends to raise the matter in the university court.

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Manchester to open Egyptian mummy

by Alan Cane

An Egyptian mummy will be unwrapped for the first time in Britain since the turn of the century when the body of an Egyptian girl died for more than 2,000 years is unbandaged at Manchester University next week. The experiment has been planned as one of the most rigorous investigations of its kind ever attempted, with medical and dental specialists collaborating with Egyptologists to reap the maximum benefits from such a rare event.

The team hope to discover new evidence of the diseases affecting the ancient Egyptians, and more about their still mysterious embalming processes.

Unwrapping Egyptian mummies was commonplace towards the end of the nineteenth century, but the practice fell into disrepute due to the unsanitary nature of many of the investigations resulting in the loss of valuable material. The experiments were abandoned as the supply of mummies from Egypt dried up.

There is a risk that the Manchester mummy—one of 16 in the museum—will disintegrate on exposure to the air. So the team, led by Dr Rosalie David, assistant keeper at the museum, have selected a priority wrapped specimen with both its legs broken off at the knees. Dr David hopes to discover whether this happened before or after death. She explains that for all but the very rich, mummy cases were supplied "off the peg" and the bodies were altered to fit them.

Dr David's team includes Dr I. Isidorowicz, a consultant radiologist at Manchester Royal Infirmary, who will use X-ray techniques to test for disease in the mummy's bones. Dr E. Tapp, a consultant pathologist, and Dr A. Curry, an electron microscopist, will look for evidence of skin disease. Mr F. F. Leek, the dental X-ray unit, will investigate the teeth of Tutankhamun will collaborate on the Manchester mummy.

It will be the first time that such sophisticated techniques have been used to determine the medical history of a mummy. But at the experimental level Mr Roy Garner, a technician in the Department of Conservation at the museum, has been mummifying rats and other small mammals using the ancient techniques, and will compare his efforts with the real thing.

Cameras of the university's audiovisual service will be in action as Dr David cuts the first bandage early on Tuesday afternoon. The film will eventually be shown on television. A book about the unwrapping and the results it yields is to be sponsored by the British Academy.

Industrial studies course
The Council for National Academic Awards has approved a new BSc course in industrial studies at Sheffield Polytechnic which will enable students to study science, technology and business studies in an integrated manner.

Submissions to university teachers' pay tribunal

The arbitration hearing between the Department of Education and the University Authorities Panel/Association of University Teachers took place on Thursday, May 29.

The tribunal consisted of Sir Peter Leggett QC in the chair, Mr Andrew Crichton and Mr Anthony Ritchie who were being asked to determine the appropriate salaries for university teachers on which to base a cost of living increase to operate from October 1, 1975.

Thus, the hearing was determining the level of pay of university teachers under part I of the Secretary of State's offer dealing with Houghton comparability.

Negotiations are to follow the results of the award to determine the percentage to be added to take account of rises in the cost of living during the year October 1974-75.

The case on behalf of the university consisted of three submissions: (a) a joint submission on behalf of committees A of the national negotiating machinery presented by the chairman, Sir Alexander, and (b) a submission by the AUT presented by the general secretary, George Soper, and (c) a submission on behalf of the UAP presented by Dr D. Templeman.

The committees A case outlined the history of the negotiations and stated that on the basis of Houghton comparability, the award

should take account of the following:

(a) The university lecturer scale was two points higher than that of the lecturer II/senior lecturer grade in further education (with whom Houghton had made its comparisons).

(b) The strict probation procedure operating in the universities which Houghton had recommended should be an integral part of the pay structure in further education, and which had not been incorporated by the Burham Committee in the pay settlement following Houghton.

(c) The raising in to the full lecturer II/senior lecturer grade in further education people who were doing non-degree teaching.

(d) The quality of work of university teachers.

On Houghton comparability the AUT dealt with both Houghton comparability and outside comparisons that can be legitimately made by looking at the work of university teachers.

The AUT also pointed out the following:

(a) That further education teachers were granted increases over and above the statutory norms imposed by the last government. University teachers were not.

(b) University teachers are required to perform both teaching

and research duties as a part of the requirements of the post held.

(c) The student/staff ratio in universities was between 25 to 40 per cent higher than in further education.

(d) University teachers were subject to a strict probationary period and also to an efficiency bar.

(e) Because of the research commitment university teachers had developed a high degree of activity in this field and reference was made to the Nobel prize winners coming from the university sector and the patents and licences taken out on behalf of universities through the National Research Development Corporation.

(f) University teachers' academic qualifications were far higher than those in further education.

On outside factors the AUT, inter alia, drew attention to comparisons with the scientific grades and the administrative and allied classes in the civil service with special reference to the standards set down by the Civil Service Promotion Boards for senior scientific posts where university comparisons were quoted by the civil service. The AUT also drew particular attention to the scales paid to civil service academic staff employed at the Civil Service College.

The AUT also drew attention to the poor market situation that had

developed in certain fields due to the salary position.

The DES submission rested on linking the maximum of the lecturer II/senior lecturer in further education with the maximum of the lecturer grade in the universities with some allowance for the difference in the value of money that had occurred since April and October 197

Bowden says education must be exported

by David Dickson

British universities should mount special courses fitted to the needs of foreign students who are at present unable to come to this country, Lord Bowden, principal of the University of Manchester Institute of Science and Technology, said last week.

"We must not allow the conventional academic machine to become a straitjacket into which we try to fit all our visitors, even at the risk of their lives," he said, at the institute's biennial conference on Science and Technology, said last week.

Lord Bowden said that the institute was desperately short of money - it expected a deficit of £500,000 next year - while some of the countries in Africa and the Middle East had suddenly become fabulously rich.

"Saudi Arabia could buy up the whole of British industry for the price of a few months of its oil revenue. And all these people desperately want to be educated," he said.

At present the institute had students from more than 60 countries. Each paid a few hundred pounds in fees, while each one cost the British taxpayer about £5,000 a year, allowing both for recurrent and capital costs.

Lord Bowden said that it might be necessary for the universities to undertake some very unfamiliar tasks, but if nothing were done both they and their staff might go the way of the minsters of the Middle Ages and the monks who inhabited them.

"The University of London is going to cooperate in the creation of a special medical school which will be built in London for Saudi Arabia. I feel sure that we could help several Middle Eastern countries to devise and develop their own universities as part of their educational system," he said.

"We shouldn't presume to tell them what kind of an educational

system they should have. That must be their decision, but surely we can do something to help and, surely, if we do, we shall be paid for our efforts."

Lord Bowden said that there was a hunger for education in all parts of the world, and that the skills Britain possessed were "more precious than oil".

"We shall not neglect students from countries like India and Pakistan and Cyprus, but we cannot build universities for them on the scale we must expect in those countries which command half the wealth of the earth," he said.

Commenting on recent remarks by Lord Crowsley-Hunt on the need to increase the effectiveness of higher education, Lord Bowden said that Lord Crowsley-Hunt seemed to know too many post-graduate students in Oxford who were "happily frittering away their time at public expense", and producing very little in return.

"He says that the number of postgraduate students in all universities ought to be reduced to less than 17 per cent, implying that our own postgraduate school is twice as big as it should be," Lord Bowden said.

"It doesn't seem to have the faintest idea of what universities could do, or what UMIST has done and what it is doing today."

Lord Bowden said that the savings made by cutting university education were immediately obvious, but that the real cost of cuts would be paid in the time of the next Government but one.

"Many don't think that the Government is no longer prepared to support the universities. The done's salary claim is to go to arbitration, but I must remark that we find it odd, to say the least, that men who came here from the polytechnics a year ago are now a thousand pounds a year worse off than they would have been had they stayed where they were."

DES proposals may mean 70-80 major colleges

by David Hencke

A new group of institutions of higher education is being rapidly created by the Department of Education and Science.

A survey by *The Times* this week showed that no fewer than 42 different proposals for institutes of further and higher education are before the Government. If they are all approved, there will be some 70 to 80 major colleges and polytechnics alongside the universities.

The present figure, which could rise to nearly 50 if further proposals are submitted by local education authorities, will mean that a major sector of higher education will have been created without any parliamentary debate.

The proposals vary from large institutions of up to 6,000 students in Humberside and Gloucestershire to small colleges of education of just over 1,000 students which are becoming diversified liberal arts colleges.

Most of the colleges appear to be attempting to concentrate on high level work, although a minority, including Bradford, Brynmawr, Doncaster, Humberside and Northampton, appear to have plans to keep a large proportion of low level work.

Some colleges have already been designated including Crewe-Alsager, Bradford, Edge Hill, and Berkshire. Others are expected to start admitting students in 1976 and 1977.

The full list of new colleges under consideration is as follows:

Bull (a combination of two education colleges); Bedford (a combination of two education colleges and a technical college); Bradford (education college and college of art and technology); Brentwood (college of education and technical college); Great Ouse Valley (college of education, Newmarket college of art and technical college); Harrogate (Sharncliffe college of

education); Buckinghamshire (college of education and college of technology); Gloucestershire (colleges of education and technical colleges); Chester (diversified college of education); Clacton and Colchester (college of education and technical college); Crewe and Alsager (two colleges of education); Derby (voluntary college of education and college of art and technology).

Doncaster (two colleges of education and technical college); Durham (2) (two voluntary colleges of education); Eastbourne (three colleges of education); Humberside (two colleges of education, college of technology and art college); Lancaster (college of education); Lincoln (faculty college of education and technical college).

Liverpool (2) (two colleges of education and three voluntary colleges of education); Hove (two colleges of education and technical college); Avery Hill (college of education); Rotham (four colleges of education); St. Mary's (college of education); Bromley (college of education, art and technology); Luton (college of education and college of technology); Manchester (three colleges of education and two voluntary colleges of education); Newcastle (voluntary college of education).

Northampton, Nene (college of education, art and commerce); Edge Hill, Ormskirk (college of education); Northumberland (college of education); Reading (college of education); York-Ripon (two voluntary colleges of education); Warrington (college of education); Weymouth-Veymouth (part of college of technology and college of education); Winchester-Salisbury (two voluntary colleges of education); Worcester (college of education); Walsall (college of education); Wrexham (North Wales Institute of higher education, college of edu-



Professor Stanley Bindoff, the Tudor historian, addresses an audience of more than 200 at his retirement ceremony at Queen Mary College, London, last Friday. Professor of history at the college since 1951, he was presented with two cheques and a silver rosewater dish, an exact replica of the 427-year-old Tudor alms dish from St George's Chapel, Windsor.

Regional colleges plan 'on lines of Birkbeck'

New regional colleges for mature students and more part-time degree courses in universities are two proposals to be put to Mr Prentice by the Association of University Teachers.

The proposals which are contained in an AUT document on the role of universities in continuing education, were agreed by its council last week.

"Regional colleges on the lines of Birkbeck College, London should be created. If this is not possible in the near future, universities should revive the practice of offering degree courses for part-time students; a pre-condition would be Government grants to provide the necessary additional staff," it says.

"With a larger and ever increasing proportion of the employed population educated to degree level, the potential opportunities for individuals to refresh, retrain, reorientate or simply advance are enormous and should be made much more widely available."

"The chances of a mature student being able to attend a university depend at present on a number of irrelevant factors, the documents say. The criterion for admission should be willingness to pursue the course rather than specific qualifications."

The Government should support universities in four kinds of work for adult students, it suggests. First, the traditional liberal education programmes of the adult education departments for which the Department of Education and Science should extend its grant to cover

publicity, buying books and teaching aids. Second, the kinds of work outlined in the Russell report, such as industrial education, role education (such as courses for councillors) and specialist studies, for which a grant does not yet officially exist.

"The Government should publicly declare its support for the recommendations of the Russell report and provide the financial aid outlined in it."

Third, courses providing post-experience or continuing professional education, for which a grant should be made available from the University Grants Committee, and fourth, retraining courses for graduates which should be financed by the Department of Employment.

The document recommends that encouragement and advertisement be more positive so that "the idea of continuing education may become widely accepted and the courses extensively used by all members of the community. There is a special need to reach that large percentage of the population who have had no post-school education."

There should be greater co-operation between universities and other higher education sectors should be made easier. But the AUT recognises that universities should retain their individuality, independence and their own admissions criteria, it says.

Mr Prentice's attention is called to the danger of policies which favour one sector of higher education

'Dial-a-scientist' radio programmes sought

by Our Science Correspondent

More time should be given to the introduction of a "dial-a-scientist" programme for adults, according to a group of leading scientists and science administrators.

The group has also suggested the production of a number of BBC programmes competing the "bases" of scientific and religious faith, and that further contacts should be developed between broadcasters and the academic community.

The suggestions have been made by the BBC Science Consultative Group, whose chairman is Sir David Martin, executive secretary of the Royal Society, and whose members include Professor R. L. F. Boyd, of the University College London, Professor E. R. Laithwaite of Imperial College London, and Professor J. D. Phillips of Oxford University.

In a report to the Committee on the Future of Broadcasting, set up under the chairmanship of Lord Annan, the group says that BBC science features are "unequalled" and that their share of time and resources should be maintained or, if possible, increased.

The group also says that science should be presented as an "integral human activity" related to other aspects of culture and programmes should not be separated into a special channel.

It is important that the BBC should keep in close touch with and enjoy the respect and confidence of the scientific community, but it is also important that scientists realize their responsibilities and respond to the privileges brought to them by this means of mass communication.

"To present science effectively requires the effort and good will of the scientists, the skill and advice of the professional communicator, and rapport between the two."

"More confidence needs to be continuously shared and, and is based on each understanding the other's

News in brief

Group examines overseas aid

How much aid Britain's universities and polytechnics can or should provide to developing countries is one of the main questions which the new working group on British universities and overseas development is to look at.

The working group will be chaired by Sir Michael Swann, chairman of the BBC and former vice-chancellor of Edinburgh University. It has been set up by the Inter-University Council for Higher Education Overseas, and follows a conference at Reading University last year.

The group will include vice-chancellors and other academics, and representatives from the Committee of Vice-Chancellors and Principals, and the Committee of Directors of Polytechnics, the University Grants Committee, the British Council, and the Council for Technical Education and Training in Overseas Countries (TETOC).

It will look at how far British institutions are able to take in aid students from overseas, how they should contribute to teaching about overseas development, and how these services could be organized.

Tropical medicine gets grant

Mrs Judith Hart, Minister for Overseas Development, has approved a grant of £300,000 to the Liverpool School of Tropical Medicine as a contribution towards the cost of building a wing to house the new department of tropical child health.

The Ministry will also make an annual grant of up to £65,400 towards the running costs of the department over seven years to help a course of training in tropical paediatrics.

Experts committee

Five academics are among the "technical experts" who have been invited to join the Committee of Experts on Major Hazards under the chairmanship of Mr Bryan Hargreaves, deputy director of the Health and Safety Commission.

They are: Professor J. P. Richardson, University of Liverpool; Professor J. C. M. Morrison, Bristol University; Mr V. C. Marshall, Bristol University; Professor T. Chanda, Manchester University; and Professor F. Lees, Loughborough University.

SRC synchrotron

The Government has authorized the Science Research Council to proceed with the building of a synchrotron radiation source at the Council's Daresbury laboratory in Cheshire.

Its estimated capital cost is £15 at mid-1974 prices, and it is expected to be ready for the first experiments in about four years time.

Literacy bids

Sixty local education authorities have now submitted applications for a share in the Government's adult literacy grant, the largest resources agency says in its new sheet. So far a total of £200 has been allocated in 44 authorities mainly to cover teaching materials and teacher training.

New joint degree

Newcastle University is to start a new joint honours degree course in ancient history and archaeology, which students are expected to enrol October next year.

Friendship post

Mr Steve Parry, the national secretary of the National Union of Students, is to become the new general secretary of the British Society of Friendship in August.

THE TIMES HIGHER EDUCATION SUPPLEMENT 6.6.75

Don's diary

Monday

It is difficult for a province the size of Northern Ireland to run the full panoply of government. The requirements of independent representation on the various statutory bodies mean that academics do more than their share of public duty. Today's coffee-break at one such meeting was enlivened by some loggolling by a colleague from Queen's University. "I hear they are making pseudo-professors at the polytechnic," he remarked, nibbling at his Macle bout. "We thought providing a temporary advantage financially, it looked as though the last university differential of professional status was being dismantled - the ranks of the semi-skilled being accorded craft status."

The issue was not that simple. It had been one of those rare occasions when the academic board proposed itself from its usually somnolent posture and turned away from the burden of deciding whether or not St Patrick's Day should be a public holiday to debate the matter. Opinion had been divided. Further discussion with my university colleague revealed that opposition to the move to create professors rested as much on social as academic reasons. Apparently, readers of the *Ulster Taster* might be unable to distinguish between poly and university professors.

Back in time to conduct a Briefing Group. Plucked the idea from a year's attention to convey to the staff thinking at the top. Despite proliferation of committees and minutes, information transmission is sluggish. The common cry is "how are decisions made round here?" Something from my days in industry have never acclimated myself to (where decision-making, by and large, was clear and unambiguous and easily traced to individuals) is the diffuseness of the executive function. Proposals are not ruled out but more frequently referred back for "further consideration" to another committee. Collective responsibility means no-one really owns the problem. Anyway, staff were not interested in much of what I said.

Reminded me of induction weeks for new starters in ICL. Marvellous charts were prepared showing what the various divisions produced and sales figures for Australia and Argentina, where the pressing need of the newcomer was to cope with his job.

Indications of academic good taste



MR CREWE

"For university lecturers," according to a recent letter in *The Times*, "hardship amounts to wondering where the next bottle of claret is coming from." How wrong can you get? Most of my university friends assure me that their dining card is to filling their aching cupboards with bubbling, fragrant, and it is CAMRA, the Campaign for Real Ale, that makes the running with junior faculty, the Good Wine Club.

Mid you, although the going is tough, the game is the same. There may be less money to fill the stomach, but the rules on how to spend it remain strict. Indeed, reduced budgets make adherence to first principles more necessary.

Thoughts relevant as I motored down to Harland and Woolf, where as part of the £60m bonanza, the Government have set the firm and the unions the impossible task of cutting up with Worker Participation proposals within eight weeks. Took Professor Ravens with me. He addressed 150 shop stewards, drawing on his experience as Director of Training in the National Coal Board shortly after its nationalization. Joint consultation machinery was established, but remains totally ineffective. As one ex-miner training officer remarked, he might as well have gone round the graveyard of Britain with a cine-camera trying to get a snapshot of the Resurrection as hoping for one successful application of joint consultation.

I had addressed a group of junior managers the previous week, asking them some elementary questions about market share, profitable products, new developments. They claimed not to know the answers. The managing director told me he had given them the information some months ago. He thought perhaps it was a waste of time. I told him I could not, off the top of my head, give him accurate figures for enrolments for the Polytechnics, only those which were relevant to morning tea or those I had heard that morning. Important thing is revelation manifests trust.

Back to the Polytechnic in time to take an evening class. Member of staff off sick for three weeks. Take the view of teaching that a professor of surgery takes. The keeping your hand in, trying to show you are as good as the job as your staff. You also have a better feel for what is happening on the ground floor. The register recorded 23 absent students of management, who had enrolled in the busy days of September. Only 11 had stayed during the course, during the last month of October and November. I might get a better measure of their efficiency if they took a course later in the year.

Tuesday

Two yellow forms on my desk requiring signature for members of staff to attend a one-day conference. The Oliver Twist syndrome. Can I have some more? Remind myself that there is a more intelligent way to conduct staff development, is to advance organizational objectives. Staff choice can be very

quick test of the thesis consider the absence from academics' homes of ersatz rusticity—varnish-wood name plates or, horror of horrors, electric fires with mock-logs.

Thirdly, *la proletaria*. This is an optional extra, but in the present economic and ideological climate, increasingly popular. The point to remember is that this style has little to do with how the present-day working class actually spend their money (on keg or bottled beer for instance). Like contemporary Marxism, the style commemorates an idealized and historical proletariat, drawing inspiration from the nineteenth century.

These three canons of academic good taste will serve well in any sphere. Take houses. The ideal is one that allows for the display of our connoisseur's items in a suitably authentic and preferably proletarian setting: the knock-through, tarred labourer's cottage; the period farmhouse (with "exposed beams" as the estate agents so periphrastically point out); or the Victorian mansion. They go best with the earthenware pots and copper saucepans. But where straitened circumstances reduce us to the second, there are still numerous ways to exhibit our distinctive values. On the modern, middle-income estate on which I live, observation of self and fellow-academics records the following:

1. We regularly invite colleagues for Black Friday, the most of our most days at the university. This is because connoisseurship (whether of food, drink or decor) requires an audience in the home, which hospitality produces. (Although there is another complicating reason: entertainment is a non-Bourgeois way of keeping our wives in

arbitrary. Disapproval on the topic can draw you into arguments about academic freedom. I am always perplexed as to why staff shy away from accountability and staff appraisal of performance behind the great mumbo-jumbo of academic freedom.

Meeting spent interviewing. The system is a good one. Membership: academic staff, predominantly from the faculty appointing, but with one member from another faculty, and one by governor for perspective. Engaging thing about Ulster is that interviews on the whole are warm, friendly and informal. I remember being interviewed by further education sub-committees in Durham and South Yorkshire composed of 25 members, a liquorice assortment of fish friers and pork butchers, insurance agents and railway porters—very nice men, but abysmally ignorant of education.

Back to my room to find a letter from my publishers, enclosing an advance royalty for my book to be written with an apologetic note that they could no longer go ahead and publish, but they were putting a provision book for a sixth edition. My wrath somewhat dissipated when the editor in question wrote a few days later, laconically announcing that he along with 40 others were being declared redundant. Houghton salaries seem affluent in comparison. Sixth-formers presenting a subject to a group of managers following the DMS. The original idea had come from the regional board of the British Institute of Management, who were wanting to attract young people into industry. Strange what stereotypes people have of industry, about it being a vast and unethical. Teachers talk a lot about values, but are not conspicuous in letting them inform of their own behaviour. Having worked in both industry and education, my experience for what it is worth—is that I have seen more pettiness, in-fighting and selfishness in education.

The sixth-formers were excellent. They were the two finalists in the Young Students Competition. By a happy accident (particularly in Northern Ireland) one group was from a Catholic convent in the far west of the province; the other boys from a class Protestant direct grant school in Belfast.

The sixth-formers were excellent. They were the two finalists in the Young Students Competition. By a happy accident (particularly in Northern Ireland) one group was from a Catholic convent in the far west of the province; the other boys from a class Protestant direct grant school in Belfast.

Wednesday

The Polytechnic has managed to keep itself out of the troubles. Rather in the same way as monasteries survive, the Arts and Humanities communities within singing plinths; peasants dying of Black Death outside. The scene today slightly different. Within, students preoccupied with accountancy and civil engineering; without, a dreadful lot of fratricidal assassinations, intimidation of the grocer's kind. Within, beautiful research

quick test of the thesis consider the absence from academics' homes of ersatz rusticity—varnish-wood name plates or, horror of horrors, electric fires with mock-logs.

Thirdly, *la proletaria*. This is an optional extra, but in the present economic and ideological climate, increasingly popular. The point to remember is that this style has little to do with how the present-day working class actually spend their money (on keg or bottled beer for instance). Like contemporary Marxism, the style commemorates an idealized and historical proletariat, drawing inspiration from the nineteenth century.

These three canons of academic good taste will serve well in any sphere. Take houses. The ideal is one that allows for the display of our connoisseur's items in a suitably authentic and preferably proletarian setting: the knock-through, tarred labourer's cottage; the period farmhouse (with "exposed beams" as the estate agents so periphrastically point out); or the Victorian mansion. They go best with the earthenware pots and copper saucepans. But where straitened circumstances reduce us to the second, there are still numerous ways to exhibit our distinctive values. On the modern, middle-income estate on which I live, observation of self and fellow-academics records the following:

1. We regularly invite colleagues for Black Friday, the most of our most days at the university. This is because connoisseurship (whether of food, drink or decor) requires an audience in the home, which hospitality produces. (Although there is another complicating reason: entertainment is a non-Bourgeois way of keeping our wives in



Jack Lynch—"exquisite manners".

studies on the life cycle of duckweed. Without, 45 per cent unemployment in the Ballymurry.

An appointment with two clergymen who want a refresher course. The cynic might observe in the eradication of bigotry. The polytechnic has a responsibility for continuing education. The menu is varied: English for municipal engineers, sociology and counselling for clergy, yoga for the keep-fit.

A committee meeting to approve courses. It is a way of life. One wonders whether Harland and Woolf, in their quest for industrial democracy, will go the same way, creating a superb structure for consultation while the yard sinks slowly in Belfast Lough. I told my secretary not to make any other appointments for the day. I've come to the conclusion that talking is addictive. It is a bit like settling down for a slit. If I had enough courage I would bring along Thomas flask and sandwiches.

Thursday

One day in the month, or less frequently, I cross the border to sit on the Business Studies Board of the NCEA, the Republic of Ireland's equivalent to the CNA. It is best to catch the Enterprise to Dublin in order to catch up on reading or news. I am reading *Swing Is Beautiful* by Ernest Schachner, a private reading for the South. Rigorous analytical discussion is difficult at the panel meeting. The members are all so courteous.

Later, I call in at the Dail to discuss a week-end conference at Corrymeela, a centre for reconciliation in the North. Marvellous contrast: Georgian elegance and oak-panelling and the members' dining-room smelling of stale clippings; the exquisite manners of Jack Lynch and the fingers appearing on the television screen moving the slide staring who is speaking.

The author is Dean of Management and Continuing Education at the Northern Ireland Polytechnic. Next week: Don's Diary by Ossian.

Friday

A letter inviting me to attend the Course Committee of the Physiotherapy School. A nice thing about the Polytechnic is its diversity. It is reassuring as the para-medicals build up to know that my lumbago, speech defects, and even my corns could get emergency treatment.

A viva voce exam for a student who has been referred. The Polytechnic is new and there is a great educative process in getting staff, many of whom have previously been used to ad hoc arrangements, to accept more disciplined procedures. Scaling up in size from five staff to 500 in four years presents a management task of singular magnitude. There have been surprisingly few hiccups on the way.

A meeting in the afternoon with a Dutch peace worker. Northern Ireland has become a veritable Mecca for all those students, the world over, who are pursuing peace studies.

Saturday and Sunday

Normally at home. But frequently up at Corrymeela, one of the few places where bridges are being built rather than blown up. Working with the RUC and community groups, examining ways of establishing a more effective police presence, and what service the police can give to local communities in tackling their problems. Unless one takes the view that anarchy is a natural and desirable state, this is some of the most worthwhile work I do.

Bruce M. Cooper

The author is Dean of Management and Continuing Education at the Northern Ireland Polytechnic. Next week: Don's Diary by Ossian.

Earmarked grants may ease medical money crisis

Medical schools should put pressure on the University Grants Committee to have their grants earmarked within the UGC's recurrent grant to individual universities.

This was one of a number of suggestions put forward at a conference last week on the problems of financing medical education, organized by the Association for the Study of Medical Education.

Other suggestions included the appointment of non-clinical lecturers to teaching posts in clinical departments, and the complete restructuring of medical services in a way that would allow other staff to take over some of the doctor's responsibilities.

Dr Robert Lowe, of St George's Hospital medical school, London, told the conference: "The odd proposals can only make things worse for the financial situation of the medical schools. If the schools become departments in multi-faculty institutions, they will have to fight their case there, and then the case of all the schools has to be fought, so it means going one stage further down the pecking order for further funds."

Earmarking would be particularly helpful to the London schools where the annually existing that clinical departments were financially far worse off than in the provinces, he said. He did not include Oxford, Cambridge, Nottingham or Southampton, which had different forms of finance.

Taking figures from the Government education statistics for 1969 to 1970, he showed that the UGC costs per student that year in London for pre-clinical work was about £1,120 per student and in the provinces about £910. For clinical work, the cost per student in London was £916 compared with about £1,340 in the provinces.

The London medical schools were therefore roughly 30 per cent short of UGC funds per clinical student compared with the provinces, he said.

Sir Hugh Robson, principal and vice-chancellor of Edinburgh University, who chaired the discussion, came out strongly against earmarking. "To preserve freedom of decision in universities, allocations to the medical faculties must be made in the context of allocations to other faculties."

"Priorities are very hard to judge. Who's to say if it is more important to have another lecturer in clinical medicine or accountancy, where the pressures are very high and many want to enter. My view is that because the judgment is so difficult, the UGC will resist the clamour for earmarking. Decisions are better taken close to the point of action, rather than at a distance without local knowledge."

Earmarking might be necessary where new schools were being built, but not subsequently, he said. "If a medical faculty is successful

In getting its funds, this leads medical education straight along the conventional route and it might as well go in with the Department of Health and Social Security", he warned.

"The strength of retaining medical faculties within universities is that they are operating in the same context as other faculties, and while there are prejudices, they are not peculiar to medicine versus the rest; they also exist between other faculties."

Dr Lowe argued, however, that decisions taken about allocations in London were not necessarily any nearer the point of action than if they were taken by the UGC. He urged the 12 London medical schools to make a joint request that each should have its grant earmarked by the UGC for a defined period. Of the UGC's schools Southampton, Nottingham, Leicester and Cambridge are among those whose grants are already earmarked.

It was suggested by Professor J. B. L. Howell, of Southampton General Hospital, that it might be advantageous to persuade the DHSS to adopt earmarking in its field in the schools as well as the UGC.

Specific ways of effecting economies in the schools were outlined by Professor J. A. Bottomley and Dr J. E. Dunworth of the economics department at Bradford University, who argued that economies could be made painlessly, and at the

same time as expanding student numbers, without decreasing the quality of output.

From their research at Bradford, they showed that there was considerable surplus capacity in lecture theatres, teaching, science laboratories and staff. Dr Dunworth said that if the costs of buildings were considered, it was found that the space the students occupy was as expensive as the staff who teach them. So economies must be seen in terms of space as much as in teaching costs.

He estimated that on average at Bradford the undergraduate teaching laboratories were used for about 40 per cent of a 32-hour week. The UGC norm was about 46 per cent and the extent to which laboratory places were occupied by students when used at all was about 45 to 65 per cent compared with a UGC norm of 90 per cent.

"If we expand our student intake we can reduce student costs in relation to the level of utilization, so there is a substantial saving if we can find the extra students to fill the space."

No increase in staff was necessary, he argued. More students meant the same number of hours of face-to-face teaching and the same size groups, but it meant more staff teaching. "One could, on this argument, let the staff/student ratio deteriorate to 30 per cent that is 70 per cent of

its present level, without sacrificing group teaching or the hours of contact. The saving would be 7 per cent per student cost."

More far-reaching economies were proposed by Professor J. Bling, Birmingham University, who challenged the whole philosophy of personal doctor and student, supported by the London House of Medical College, arguing that a range of medical personnel might be trained in specific areas and necessarily to university level, before spreading the work now done by doctors.

The effects of the financial situation on recruitment were raised, and Professor Howell said the difficulty of recruiting lecturers in clinical subjects providing training for them, now hoped to appoint non-clinical lecturers in the clinical departments, he said.

Professor H. J. Walton of a department of psychiatry at Edinburgh University warned of dangers in failing to renew medical medical academics for the future of medical training. The posts at the beginning of scale were those that were vacant. A warning was given that since three years of medical faculty costs were salaries, redundancies would be to continue.

Frances G

Choices harden as exams approach



tional with a starting salary of £1,635. She starts on July 1.

Anabel, who is doing general mathematics and economics, also passed British constitutional law in January, still hopes to do a BSc in economics and mathematics, but is uncertain whether she will go next autumn. She is still waiting to hear from the local authority who sponsor some students' degree courses. If they were to accept her she would have to wait there for a year first.

She had put Sheffield and Nottingham universities as joint choices. Sheffield has offered her a place on condition that she passes three Cs.

Digby, who is doing mathematics and physics, is still unsure whether he will be able to go to university. He has not applied this year anyway.

In November he felt that teachers were trying to push him to go to a college of education, which he has now definitely decided against. His problem is that he has no foreign language at all, but wants to read English. He has five universities will accept him on that basis.

He feels that he was badly let down at the senior school where he has his O levels and only found out about the language requirement when it was too late.

He plans to take a year off before he happens. He has got a job as a brewer from which he can earn enough to travel and he is prepared to return to his home town if he fails them this summer.

Blas is just doing physics and maths. He says he still has no idea what he wants to do and feels he has been pushed around too much by his parents, who would like him to go to university.

He has now passed the O levels which he had to retake in a year. He may stay at school next year to do more A levels or he may go to decide what he wants to do.

John, who is doing general mathematics and physics, is still undecided. He has offered to go to Loughborough, Surrey, City and Bedford universities to do a BSc in engineering. He has never heard all of them, but has never withdrawn from the UGCs because he thinks he will do well enough in his A levels.

Heffield and Brighton universities have both offered him places on condition that he passes both offer sandwich courses. It is what he wants. Heffield is his first choice and he was disappointed by the interview he had there.

She went on a course put on by Harlequin Bank earlier in the year, liked it, and has now accepted a

The hunt for health—a medical cause to unite all nations

Surprisingly, the international "scene" in student health is somewhat incoherent, because illness is common to all men and the problems of the student would, one might imagine, be similar in Fiji or Finland. That they are not is perhaps more due to the system of care provided than the fault of the consumer—and so what comparisons are valid if in one country tuberculosis is still a major problem while in another neurosis is the main cause of consultation?

There is only one organization that masterminds an international "think-in" on the problems of student health and it recognizes the necessity of combining apparently disparate groups of interest in order to cover the whole field of adolescence—the International Union of School and University Health and Medicine, or in the lingua franca of indidolism—UIHMSU.

Sponsored indirectly by UNESCO it arranges annual symposiums and quadriennial congresses, and the host country is obliged to create a programme, invite speakers and put on show its community care facilities. The problem, of course, lies not in the minutiae of organization, which are vast enough, but in covering, to the participants' absorbing interest, a subject that only has certain areas of mutual involvement.

The Symposium in late 1974 was in Sweden and perhaps appropriately the unifying theme was that of depressive illness and sex, this year it is to be in Mexico with "Student Health Insurance Schemes" occupying a relevant (for the developing countries) dominance in the matters for consideration. Next year it is the United Kingdom's turn to host the meeting—with what theme to offer?

Student "sit-ins" do not offer much of medical interest, nor do rent strikes to representatives of countries where students are lucky to be able to eat, or survive the next coup d'état. However, some field of common wide concern will no doubt be explored.

One important aspect, however, colours delegates' view of their fields of practice and that is politics. Thus the medical representative of one country will eulogize his national system of care as an introduction to his paper—as if he has to, or there may be no job for him to go back to.

Another will berate the occidental audience for the evidence previously given by another speaker of such "decadent" diseases and disorders as VD, pregnancy, pot smoking and schizophrenia—if they do not exist in his country because of its political shade of government. Alas, we are all moulded too much by our backgrounds to be truly omniscient or genuinely open minded.

The city where one student dies every week

Nevertheless, the Stockholm conference reinforced the suspicion that complacency, particularly in the field of student health, is totally unwarranted.

To hear that in Uppsala, Sweden, there is a death a week from suicidal shooting among students, and that 300 adolescents a year in the city of Prague indicate to the adolescent Samaritan service that they have already made some kind of decision about to make an even more serious kind of suicidal gesture, is sobering indeed.

Adolescent depression is still somewhat lightly treated in the United Kingdom as likely to be a result of growing in love or a mere passing frustration, yet the tip of the iceberg is already showing in the number of rising incidence of deliberate overdosage for this age

group. It may be as well that they have not, in this country, access to firearms, or that a National Health Service, gaining them unrestricted access to medical care but there is no room for complacency simply because of this.

Similarly to learn that in Italy sex education in secondary schools is virtually banned, while in Portugal they are starting it in primary schools, reveals a somewhat startling disparity in the views of "catholic" countries and their attitudes to education.

In Belgium as in the United Kingdom 40 per cent of 18-year-olds have surrendered their virginity, and internationally there is concern that youth does not make use of contraceptives however freely provided.

In all countries the peak age group requiring abortion (where it is legally available) is that of the 15 to 25-year-olds. So much for the ineffectiveness of sex education. Even in Sweden where contraception is again a compulsory area of study for all schoolchildren there is nevertheless an annually rising incidence of abortion.

If the adolescent therefore, at least in Europe, is apparently untrainable sexually, and at the same time desperately unhappy, what of the services that are available for their care? Is there any developing trend that we in the United Kingdom might initiate to prevent the dangers that would seem to be on the horizon for student and school child alike?

Adolescent danger years are from 15 to 22

Perhaps the Minister of Education for Sweden showed the path for, along with his colleague in Finland, he indicated the Scandinavian governments' concern that students were so well looked after medically, and the adolescent of the population at large so poorly cared for, that consideration was being given to the possibility of student health services being disbanded and community adolescent services created instead. "To provide equal care irrespective of social, economic or geographical background" was as important as to provide equal educational opportunities. It may be the way for us, as well as them.

Certainly when in the United Kingdom the majority of crimes of violence, first infections with VD, illegitimate pregnancies, convictions for misuse of dangerous drugs, and acts of suicide by means of overdosage all occur at their peak in the age group of 15 to 25, then we must not assume the adolescent of today is particularly healthy, socially at least.

Perhaps, therefore, when we host the internationals we should lay bare our adolescent skeletons that are at present in the cupboard—consoled that our students only protest over transient trials and do not share the characteristics of those outside the campus.

Perhaps, too, when we see the cossified student we should spare a thought for the patients' peer who is as apprentice, shopgirl, typist or gasfitter by no means free of the same problems of stress, depression, sexual frustration or anxieties over success. If there is one thing that is dangerous to the formation of balanced attitudes it is excessive introversion, and the university physician can be as guilty of this, as anyone else—the wider world offers many lessons to us all.

Alexander Gunn

The author is director of the health service of Reading University.

Together we sit, divided we pass out

"Great dangers like good wine", wrote de Tocqueville, "make men more affectionate". If there is anything good at all about the prevailing system of three-hour examinations, it is that at the entrance to the examination room after a year's anticipation and before the unending competitive comparison of examination results students are drawn together. For one moment we all face the same danger though we do not stand or fall together.

Most of Cambridge continues because of inertia and nowhere is this more true than in the university's way of examining people. There are very few people who would wholeheartedly support the three-hour examination as an exclusive test of general intellectual ability. Some faculties offer dissertations instead of one, or, in the case of the English faculty, two papers. Scientists have practicals, medics have vivas but in arts subjects there are not even compulsory aural examinations for linguists. The academic god is the three-hour four-question examination which will brand one for life.

Three-hour examinations undoubtedly test something. But it is only when one is a student and can see the traumatic effect of preparing for and recovering from the three-hour examination that one can see clearly what they test. Above all else they test one's stamina and capacity to survive under intense pressure. Part I lawyers who do five three-hour papers in two and a half days need hand muscles which do not get tired from writing and a capacity to sleep at night so they are not complete physical wrecks.

Then examinations test a capacity to be completely ruthless and self-controlled, an ability not to spend one hour answering an interesting question because it would leave insufficient time to answer four questions.

Then again they test an ability to be completely absorbed in what one is doing from the moment of go and forget the creaks of the subject one must have taken three years to prepare or discovering that though one has spent one month revising the unification of Germany there is no relevant place to write one word about it in a test of one's modern European history.

Perhaps all examination papers should end with a question like the developmental psychology paper once had: "Pose and answer a question on the psychology of development which does not appear elsewhere on this paper."

But even that would not solve the real dissatisfaction with exams, that what they are testing is undoubtedly a real ability but a very specific one, namely the ability to do three hour examinations on a particular day and gear them to the taste of a particular examiner.

There are real objections to continuous assessment, oral examinations and all other forms of quantitative assessment one can think of; a union debater though "brilliant" at three hour examinations may not want to work all the year; a student of German though very knowledgeable about Goethe may not be able to speak a word to a twentieth-century German. But the abilities to work all year and speak a language are as important in the long run as the ability to avoid succumbing to an attack of Cereus's own special disease of triplex. So why cannot an assessment of these abilities be continued in that grade which may haunt and stigmatize one for life, however much one says one does not care?

The answer is inertia. The people who do the assessing are the ones who have triumphed in the system and the tripartite division which often has psychological consequences far beyond Brave New World.

Great dangers may make men more affectionate for the one moment they stand before the examination room door. But they do not make them get as much out of university education as under a more rational system of assessment.

Kari Blackburn

Student scene

inflict on people—that what they are testing is the capacity not to feel faint or nauseous or have writer's cramp and not to notice if the boy next to one is ashen white and about to burst into tears.

Maybe Cambridge students do lead a life of material luxury, comparatively free of stress for most of the year, and this is what makes the stress of three days in the summer term so tortuous and unbearable. But nobody seems able to say why the stress could not be distributed throughout the year.

Quite apart from their physical effects, examinations are frustrating mentally. One may have been studying criminology all year and be really interested in it, but the examination is the last of five and one simply has no energy left to think, let alone write clearly. "Nothing", a don once said to me, "is more alienating than marking 100 essays on alienation". Nothing,

COURSES

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LETTERS TO THE EDITOR

Use of English

from Mr H. S. Davies

Sir,—When, about 12 years ago, a test in the use of English was made an entrance requirement by Oxford, Cambridge, and the five universities of the JMB, all the GCE examining boards, except London, set up appropriate examinations.

The Secondary Schools Examinations Council, on the advice of a Committee on English Language Examining (of which I was a member) recommended that these should not be recognized by the Council. One effect of this decision was to prevent the formation of what was then called a "subject panel" to coordinate the standards and methods of the new test.

The examining boards, however, asked their senior examiners to meet regularly, to compare their tests and their results. They have done so. Careful comparisons have been carried out, with full statistical controls, often aided by the setting of common questions, including multiple choice tests. In recent years I have acted as chairman of this body, and my fellow examiners have encouraged me to write this letter, to express certain misgivings which we feel about the future of literary entry into universities. I should make it clear that, while I believe the broad points developed in it to be agreed among us, the details and precise expression of the broad argument are my own.

As headmasters, the new test was broadly welcomed, and most of them have continued to feel that it has served a useful purpose in ensuring that some attention is paid to the use of English in sixth forms. Despite the general antipathy of English masters the examination has continued to attract a large number of candidates.

When, in 1966, the JMB ceased to make it a compulsory matriculation requirement, there was some fall in numbers, but the total entry remains at nearly 30,000 a year. The reason for the change by the JMB was not that the test was thought to be in itself unsatisfactory, but that it might be causing some loss of good candidates who preferred to enter universities which imposed no such test, notably London.

It was the hostility of English teachers which ensured that the SSC refused to recognize the new test. They were, of course, in a majority on the committee mentioned above, as they would be on any committee set up by the Schools Council.

The English teachers' attitude does not spring from mere perversity or prejudice, but from the fact that their usual name is a gross misnomer. Their training (and according to the Bullock report one third of them have no "discernible qualification for their role") is mainly in English literature, not in the English language, and in all serious discussions of these problems they should be called "English literature teachers".

Most of them are, quite rightly, devoted to their subject, and they tend to regard any teaching directed to the language as a hindrance and irritating distraction from their main task. This attitude is naturally reinforced by the fact that they have not been equipped to deal with anything but literature, poetry and drama. The report of the committee noted that, if more attention were paid to the language, "the problem of providing suitable teachers would still arise, but many equip themselves with a few books which have not been read during their training, and we believe that there are many teachers of English who would wish to devote time to a study of language" (paragraph 116).

It may be doubted whether this belief has proved to be well grounded, but on a very small scale, English teachers remain devoted to their subject, and this is a good thing. However, the situation is not so simple. In the past, the English language was taught in a very different way, and this is a pity. The English language is a complex and fascinating subject, and it is a pity that it is not taught in a more serious and systematic way.

Concepts of knowledge

from Mr P. J. Riley

Sir,—Following Professor Ronald Fletcher's introduction of the expression "educated superficiality" in connection with interdisciplinary courses (THESE, May 23), one wonders whether there is currently any research being conducted by educational psychologists into the relative merits of depth as opposed to breadth in degree courses. In view of its importance, there certainly seems to be a need for evidence about the question.

Professor Fletcher says: "The essential thing in a university course is to experience the rigorous requirements of a discipline; to realize the qualities of mind involved in establishing reliable methods of study; criteria of judgment and knowledge. These standards of excellence can then be carried into the exercise of judgment in all other fields of life." I agree wholeheartedly with this, but would like to see the problem systematically examined; it would not, though, be an easy task.

Except at an everyday level, knowledge is far from simple, and the corpus to which the word refers grows, it will become less so. I believe that to master knowledge of an advanced kind and to make judgments about complex phenomena it is necessary to possess mental skills which can only be developed when one has acquired a sufficiently complex conceptual structure.

OECD report

from Professor Reinut Jochimsen

Sir,—Your publication of the OECD report (THESE, May 9) fired at the Department of Education and Science and its way of educational policy planning, brought back to me, when the German educational policy was under review and would probably have been relieved had it come out with the verdict that, while very efficient, it relied perhaps too much on traditional informal contacts and the experienced "feel" of the leading administrators rather than on well organized transparent mechanisms for participation.

As one of the three "examiners" in the OECD exercise, as a professor of political economy and as an administrator I feel tempted to take up your point one by one—but there would not be much use in that and it cannot possibly be done here.

The quotations are, as far as I can see, correct, and you printed the whole text of our report. Nobody could ask a national newspaper not to pick the juicy pieces out of a long text for the headlines, though the text might just as well yield phrases like "US and Continental Experts Praise DES Efficiency" or "Fine Loyalty and Expertise in UK alternative to Organizational Perfectionism".

In more serious terms I find the selection and some of the comments by Messrs Kogan and Dickson fair in several ways: to the DES; to our attempt at weighing and gauging, and—most important—to the issue of educational planning in a free society. This issue is certainly more complicated than to imply from our critical comments and final questions that we knew—or thought we knew—the answers.

"It is not out of international politeness that we put into our report the reflections on pragmatism, professional neutrality of the Civil Service, the informal testing for consensus, gentle leadership, etc.; but the interest of doing justice to the theme of policy making in a free society, of what the interplay between the social groups, the administrators and Parliament should be and how it can be organized, and to what extent all this is dependent on the individual historical and social setting. That concerns what the OECD is called 'Country Examination' exercises, where the problems are largely the same but the streams differ. For

quickly and easily at the most sophisticated levels and the objectivity to avoid premature commitment to new ideas are essential. It is difficult to imagine that these capacities can be derived from any other source than the study of a subject to considerable depth.

Independence of judgment, which is one of the skills that many people would argue should be developed by a university course cannot be born of a limited knowledge, especially when that knowledge is confined to concepts which only form the foundation of a subject.

If empirical investigation should show that this opinion is correct, or even that it is false, then both university and post-O level sixth form courses would have to be organized accordingly.

Yours faithfully,
JOHN RILEY,
Wolsanton,
Newcastle,
Staffordshire.

from Mr Ross Heskeith

Sir,—I cannot help thinking that the two arguments given in the third column of Ronald Fletcher's article "What's Wrong With Higher Education" (THESE, 23 May), of one of which he approves, and of the other disapproves, are in fact quite symmetric.

In approval he writes, "but only in such a way as to give the candidate the benefit of the doubt"; in disapproval, "but special pleading in one way only: to undertake, once the smoke has cleared.

But wherefrom the smoke? There are some insinuations of the kind that "the DES has apparently requested a delay in publication" so that it appears together with the report on the "Confrontation Meeting" last step in the OECD regular examination exercises, within the OECD Education Committee in which sit experts from all member states.

The purpose of the examiners' report is to lay the foundation for a set of critical questions to the official representatives of the respective country's government. The critical assessment then is not meant to be "final" but to be preliminary and to incite the discussion which in the tradition of the OECD was open and to the point.

The report on that "Confrontation Meeting" then is an integral part of the whole procedure, the exercise—and the picture drawn by the examiners—is incomplete without it, political evaluation promulgated by the DES, and attempts at withholding secrecy and attempts at establishing OECD policy in order to maximize the value of such an exercise for all concerned; an effort in commitments not to be compared with other—international—less engaged attempts to describe and compare systems.

The next round after the publication of the full examination then will be a home analysis and reflection. The DES deserves it, and the system of which it is part, as well as the educational service it serves, too.

Yours sincerely,
REINUT JOCHIMSEN,
Professor of Political Economy,
University of Kiel.

Manpower planning

from Mr Swille Kushner

Sir,—You reported Lord Crowther-Hunt's statement bailing the inclusion of the manpower planners into the higher education (THESE, May 16). The following week there was no return to the issue by way of letter or article, although a fair amount of space was devoted, as is common these weeks, to the questions of university salaries.

Somehow, the salaries issue has become associated with that of "quality" in higher education. It seems to me rather more fundamental to see manpower planning as the latent threat both to the independence of university and polytechnic teachers as well as to the quality of education.

ensure as high a mark as possible for the student. In approval he writes, "but only in such a way as to give the candidate the benefit of the doubt"; in disapproval, "but special pleading in one way only: to undertake, once the smoke has cleared.

But wherefrom the smoke? There are some insinuations of the kind that "the DES has apparently requested a delay in publication" so that it appears together with the report on the "Confrontation Meeting" last step in the OECD regular examination exercises, within the OECD Education Committee in which sit experts from all member states.

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The report on that "Confrontation Meeting" then is an integral part of the whole procedure, the exercise—and the picture drawn by the examiners—is incomplete without it, political evaluation promulgated by the DES, and attempts at withholding secrecy and attempts at establishing OECD policy in order to maximize the value of such an exercise for all concerned; an effort in commitments not to be compared with other—international—less engaged attempts to describe and compare systems.

Given the singular (and as yet poorly understood) nature of the present choice at this level, the economic planners would have to recognize some pretty sweeping changes, both in the secondary school and university curricula, to funnel students into socially desirable or preferred areas.

The changes in the schools, involving as they probably would do fairly progressive measures like delayed specialization, might well be welcomed. Would externally imposed changes, progressive or otherwise, be welcomed in the universities? Given the jealous defence of the special university tradition inherent in the selective argument I suspect that is unlikely.

And yet, the exclusive sports of the salary planners. Someone is holding the universities ransom. Yours faithfully,
SAVILLE KUSHNER,
School of Education,
Bristol University.

European day

from Mr Roland Hall

Sir,—Mr Prentice is proud of being pro-European. But part of the European idea was that salaries should be harmonized throughout the EEC. We now have the best paid civil servants in Europe (Sunday Times Business News) but it is not Mr Prentice's doing that he is doing this. We now have the worst paid professors and lecturers. Is this his contribution to the European idea?

Yours sincerely,
ROLAND HALL,
Department of Philosophy,
York University.

DAVID COWARD'S inimitable analysis of French classical literature

Cardinal Richelieu, the three Mosquitos and all that

The most striking feature of classical French literature is that it is nearly all written by people with eminently translatable names: Rook, Root, Some Cards, Heather and, not least, Fountain. Drinkwater just gets in, but most scholars exclude West, although, as has been said, he finally came (but never) to the point of arriving before all the others.

The history of the period is confused and we may do no more than touch briefly on the principal events. After marrying Edith of Nantes, Henri (or Henry) IV succeeded in preventing Catholics and Protestants (known as Forget-me-nots) killing each other. Unfortunately, he did not succeed in preventing Rook, lac of Aurillac (not to be confused with Damiens of Amiens—see Chapter 23) killing him. With startling illogicality in a race renowned for their reason, the French allowed Louis XIII to succeed Henri IV, though Louis XIII did not succeed in preventing Cardinal Richelieu (dubbed Grey Encephalus).

Louis XIII, as his name suggests, was terribly unlucky and left nearly everything for the Grey Encephalus to do. Richelieu was not very lucky either because he was constantly outwitted by the three Mosquitos, a band of four brave soldiers who were forever stealing the Queen's neckties, the Bishop's candlesticks, the "hijious indiscretions", "las perles de la couronne", and so on.

After Richelieu became a cardinal (to be exact, the French Monarch "Ooh") ruled France with a velvet glove which contained as many diamonds as the Queen's crown. But everything has an end (except a banana which has two) and finally the Grey Encephalus died. He was succeeded at once by Cardinal Mazarin, who was even greyer, but also half-foreign. Then Louis XIII died, and Louis XIV, c'est mourir un peu; mourir, c'est mourir beaucoup. This time, classicism having begun, he was properly succeeded by Louis XIV who did not have to be succeeded for many years. (At the end of his reign he was rightly named "le grand roi").

The Thirty Years' War closed just in time for the Fronde to begin. This was an uprising of nobles (or aristocrats) who, on failing to earth again, all broke their arms which they subsequently used in slings, thus giving historians a name for an episode in which nothing much happened.

Only one incident of note occurred. The people, fearing that Mazarine would remove the young King from Paris, crowded into little Louis's chamber and showed him loyalty by breathing on him. Wine was cheap and it was a good year for garlic. The King at once ordered the building of Versailles, a palace so vast that his subjects would never be able to find him, as he was so important people who lived in little Louis's chamber and showed him loyalty by breathing on him. Wine was cheap and it was a good year for garlic. The King at once ordered the building of Versailles, a palace so vast that his subjects would never be able to find him, as he was so important people who lived in little Louis's chamber and showed him loyalty by breathing on him. Wine was cheap and it was a good year for garlic. 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Anglo-American

'Save Yale' drive nears \$100m

from our correspondent

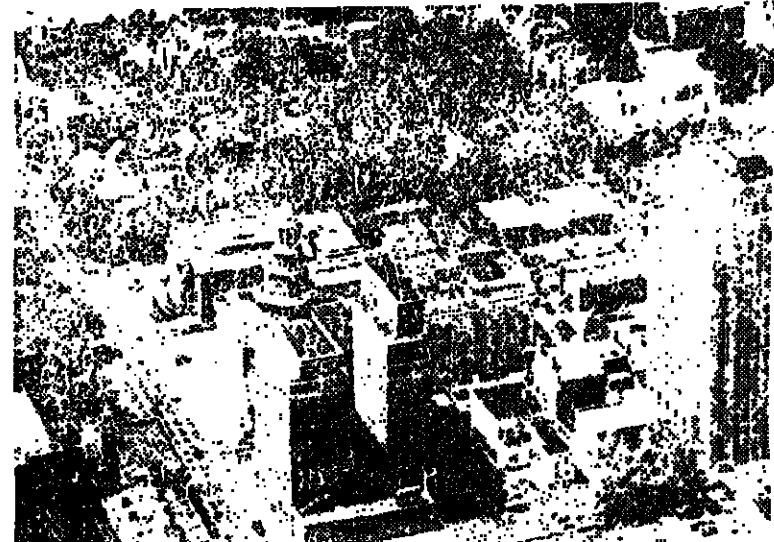
NEW HAVEN In April 1974 Yale University launched a campaign to raise \$370m by the end of 1977, the largest private fund-raising campaign ever attempted. After a year in operation, the Campaign for Yale is "rebounding on the brink of \$100m", according to Donald M. Marshman, director of the campaign's information unit.

Despite a 20 per cent reduction in educational expenditure in real terms over the past three years, Yale has continued to record significant operating deficits. The bulk of the projected \$370m will be used to maintain the quality of existing facilities at the university; few new facilities are planned for the immediate future.

Not all of the \$100m raised so far can be attributed to the efforts of the 75 campaign employees. The total includes \$15m transferred from a fund to build two new colleges, plans for which were abandoned after an acrimonious tax dispute with the city of New Haven. The 1974 alumni fund raised a further \$6m independently of the campaign.

None the less, Mr Marshman estimates that "more than half" of the \$100m would not have been given to the university without the presence of the Campaign for Yale.

Expenses in the first year of the campaign are \$2m. By the completion of the campaign in 1977, total expenditure is expected to be no more than 4 per cent of the amount raised—or, assuming the



Yale University: raising the money.

\$370m goal is reached—about \$14m.

The thrust of the campaign so far has been directed towards individuals capable of providing "leadership gifts" of at least \$500,000. Campaign officials believe about 850 alumni are in a financial position to contribute gifts of this size.

The Leadership Gifts Committee has been assigned a target of \$165m, the largest goal of any division in the campaign. Over the next year, the focus of the campaign will shift from leadership gifts to the Major and Special Gifts Committee, a group with the goal of raising \$110m in smaller contributions from the broad base of Yale's 90,000 alumni.

The other main element in the campaign is the Special Projects and Foundations Division, directed by Professor Robert W. Winks, a specialist in the history of British imperialism. This division seeks \$40m in foundation grants. The campaign may also not be

hindered by the increasing numbers of alumni children admitted to Yale in recent years. Among students applying to enter Yale for the 1974-75 academic year, the sons and daughters of alumni constituted 9 per cent of the applicants, but 21 per cent of the entrants. The comparable figures among students applying in 1969 were 8 per cent and 14 per cent respectively. Yale offered admission to more alumni children in 1975 than at any other time over the last 25 years.

The university has prepared a list of "some typical gift opportunities" for prospective donors. Although the minimum endowment required for a professorship is a hefty \$800,000, a named scholarship fund for undergraduates costs as little as \$35,000. And the truly impetuous donor may care to note that a named fund for books and prizes can be purchased for a trifling \$5,000.

Arts graduates worst hit as job offers fall

from Angela Stent

CAMBRIDGE, MASS

All over America the class of 1975 has been taking part in an important rite de passage over the past few weeks—graduation and entry into adulthood. However, whereas the receipt of a BA formerly meant the beginning of one's working life, commencement ceremonies are coming increasingly to usher in the initiation into the world of the unemployed.

Figures recently released by the College Placement Council show that job offers for June graduates are down about 4 per cent from a year ago and more students than ever before—1,250,000—are looking for work. They are also competing with a sizable pool of 1974 graduates who are still unemployed.

About 60 per cent of this year's graduates are getting liberal arts degrees, and this explains part of the problem. Even the few industries that have increased their campus hiring—accounting, metals and food processing—have little use for these "generalists". The most overworked disciplines are education, English, history, psychology, sociology and political science.

However, demand remains strong for engineers and business specialists, particularly those in high priority fields such as energy and agriculture. The College Placement Council has found that job offers are up 18 per cent for graduates with masters degrees in business

administration and up 13 per cent for accountants.

The most promising field is the oil industry, where job offers for those with a BA are up 83 per cent from last year, primarily for those with degrees in chemical engineering. But in private industry in general offers are down as much as 50 per cent from last year in some depressed industries.

Starting salaries are also lagging in many fields. National surveys indicate that average pay is up by about 5 per cent over last year, but about half the rate of inflation.

An oversupply of qualified students and a retrenchment in job hiring have combined to make the employment problem for graduates one of the worst in history. The number of liberal arts graduates has tripled over the past 15 years, thereby outstripping the number of available jobs.

The situation for post-graduate students is even worse. According to Stanford University's career planning director: "By 1980 we may be granting as many as 70,000 doctoral degrees. If we were to grant only one out of four of those with PhDs."

The College Placement Council is not advocating that liberal arts colleges be "turned into schools", says Mr. Alva Conner, who headed the recent study. "What must be found are the means to make the liberal arts graduate more competitive in the employment market."

Never-never fees scheme falls on stony ground

A tuition fee postponement plan, hailed as a major innovation when it was introduced in 1971 by Yale University, now faces an uncertain future. The plan, devised to meet the spiralling costs of private higher education, was aimed at making it easier for children from lower income families to attend such expensive Ivy League institutions as Yale.

If a student chose a tuition fee postponement option, he could borrow a substantial part of his college costs, and repay it over a 35-year period. But repayment was gauged to overall income, so that a student who went on to earn a large income might repay up to 150 per cent of his debt, while a less well-to-do classmate would only have to repay the actual sum he had borrowed.

Yale expected other universities to take on the programme as a solution to the scholarship gap caused by a withdrawal in federal funding and a decline in investment portfolios of private universities.

This has not happened. More important, Yale undergraduates themselves have not taken advantage of the programme to the degree university officials had expected. It had been estimated that upwards of 60 per cent of the student body would take loans out under the programme, and Yale figures show that only 30 per cent have done so over the first five years to cover the programme.

Instead, participation has been so low that so far Yale has had to borrow only \$6m. One reason for the relatively low participation has been the introduction of a new federal loan programme with a reluctance of students themselves to take on debts running over a 35-year period, which would mean that they would still be paying off their own college loans at a time when their children were of university age.

Now, the Yale Corporation and the university's governing body are reconsidering the entire programme.

Riesman attacks 'soft' marking

Students at Harvard University often receive higher grades than they deserve, says Professor David Riesman of Harvard in a Carnegie Commission on Higher Education publication, *Education and Politics at Harvard*.

This "grade-inflation" and the introduction of courses granting pass-fail marks instead of conventional grades are symptomatic of the erosion of the meritocracy principle at Harvard, Mr Riesman argues.

Meritocracy "had heavily occurred" at Harvard when it was attacked on the grounds that its "meritocratic" procedures are biased in favour of the white, educated middle class, and even viciousness, says Riesman. Some students came to feel that "merit" had been defined in a self-serving way by already dominant elites.

Grade inflation has occurred partly because black students, who have been going to Harvard in increasing numbers since the late 1960s, often take courses for which they are not prepared, knowing "very well how difficult it is for a white liberal faculty member to grade them severely", Mr Riesman says.

High grades have also been given more frequently than in the past because of the abolition of essay examinations in many courses and the expanded use of tutorials and independent study, which give students black and white papers to put before faculty members to give them good grades.

Two new departments at Harvard, the Department of American Studies and the Department of Visual and Environmental Studies, are viewed by many as lacking "meritocratic standards", according to Mr Riesman.

Students had as much say as faculty members in the choice of faculty for the Department of American Studies, and urban studies, or Black studies, as they were called, in appointments made by the field unattractive to potential scholarly candidates.

The Department of Visual and Environmental Studies allows students to work in film, photography and design for credit, and grants faculty status without demanding the PhD or its equivalent. "That is in some respects a departure from the traditional platform of meritocracy, which rests on formal credentials,"

Rectors meet to decide fate of Euroconference

from Paul Moorman

VIENNA

A key meeting of the 25-nation Conference of Rectors and Vice-Chancellors of the European Universities (CRE) is due to decide the future of the organization here this weekend.

More than 200 executive heads of universities, nearly all from West Europe, will be voting on proposals to radically alter the constitution of CRE. The debate is likely to be long and keen.

Created in the early 1950s as the result of a British/Belgian initiative, the organization has always stuck carefully to the discussion of "non-political" matters.

It has also fastidiously refused to lobby governments with its points of view.

An essential part of the CRE credo has been that it should be a forum for frank discussions about the mutual problems facing European institutions of higher education.

For this reason, the CRE constitution stipulates that membership of the body should be vested in the executive heads themselves rather than their institutions.

But the organization has been consistently boycotted by the Soviet Union and most of the rest of the East European bloc largely on the grounds of the "Cold War" character of parts of its constitution.

References in the preamble to the need to maintain "freedom of expression and communication" were especially unacceptable to the Soviet Union.

The boycott led the Unesco meeting of Ministers of Education in Bucharest in November 1973 to pass a resolution calling for the establishment of a new body to promote European understanding at university level.

This demand was repeated by the Soviet Union in Bologna last September at a meeting of European universities following the general assembly of CRE.

Since then various working parties have been trying to hammer out a compromise aimed at preserving CRE and at the same time bringing the Socialist countries in from their self-imposed cold. "Those vice-chancellors anxious for



Outside Parliament House, Vienna

the format of CRE not to be tampered with fear they will be asked this weekend to vote for a constitution which will be institution-based rather than individual-based and which will be far more of a political talking-shop than hitherto.

And although the Bucharest resolution expressed the hope that any new body would make use of "structures already in existence", radical amendments to the CRE constitution will obviously have to be agreed upon if the East is to enter.

Among other things, the name of the organization will probably have to be altered to the European Association of Universities.

But the changes will be the price CRE will have to pay if—and its philosophy—are to retain any real influence in European higher education.

A "stay as we are" vote could lead to the setting up of a rival body containing federal institutions from both East and West and leading to defections from CRE.

Its credibility as a conduit of European higher education opinion would be seriously, if not fatally, impaired.

Canada Government plans revamp of research funding structure

from Israel Cline

OTTAWA

The government is proposing to revise the granting structure for support of university research, Mr Hugh Faulkner, Secretary of State, whose department is responsible, in a memorandum to the annual meeting of the Canadian Association of University Teachers here.

He said that plans were being drawn up to establish two separate granting agencies, one for natural sciences and one for social sciences and humanities. The proposal will involve restructuring the existing National Research Council and the Canada Council.

The two new agencies would be coordinated by an Inter-Council Coordinating Committee, with no

executive powers, but acting in an advisory capacity on the allocation of funds among the councils.

Mr Faulkner said that although the research support programmes constituted the most visible federal government presence in the research and education fields, the most expensive federal commitment in that area remained the continued support, through provincial finances, of the operating costs of post-secondary education.

In 1973, federal support for post-secondary education totalled \$1.4 billion, or almost 53 per cent of the total cost of post-secondary education and research. Provincial contributions to post-secondary education and research was 30 per cent, student fees 10 per cent and other sources (gifts and endowments) made up the final 7 per cent.

India Upgrading for work experience

from Sumanta Banerjee

NEW DELHI

The government has announced a new pattern of education with stress on vocational training. It is expected to come into operation all over the country by the end of the Fifth Five Year Plan.

The plan will involve 10 years of general school education with work experience, during which the students' formal education will be integrated with professional assignments in an operating industrial plant, a research laboratory, a design group, a planning team or a teaching unit under the direct supervision of the academic faculty. Twenty per cent of the students will go for vocational training in industrial training institutes, trade

schools and other similar institutions. In classes 10 and 11, vocational courses will be provided to enable the students to take up employment directly after they leave schools. Till now, the bulk of school-leaving students, in the absence of knowledge on how to get employment, have been drifting to colleges.

As an introductory step, the government has prepared a scheme of vocational courses for 1,000 selected schools covering 100,000 students all over the country. The vocational courses will be tailored to the needs of the employment market. The number of students joining any particular course will depend on the demand from employers for skilled personnel and not on the teacher-pupil ratio.

Australia

Science policy advisory body named

from Jarlath Ronayne

BRISBANE

The composition of Australia's second science policy advisory body has been announced by Mr Bill Morrison, Minister for Science.

The first, the Advisory Committee on Science and Technology set up by the McMahon government in 1972, was disbanded within months by the incoming Labour government and, since the end of 1972, the Federal Department of Science has been seeking the advice of the scientific community on the functions and responsibilities of the proposed Australian Science and Technology Council (ASTEC).

In January ASTEC's terms of reference powers and composition were announced at the Congress of the Australian and New Zealand Association for the Advancement of Science. Since then it has become the Science and Technology Council (STEC) with Dr J. A. L. Matheson, vice-chancellor of Monash University, as its full-time chairman.

There are three practising scientists on the council: Professors S. F. Harris and R. L. Slaytor, both of the Australian National University, and Professor G. J. V. Nossal, director of the Walter and Eliza Hall Institute of Medical Research in Melbourne.

The representatives from the social sciences are Sol Enkel, professor of sociology at the University of New South Wales and John Passmore, professor of Philosophy at ANU. The powerful chairman of the Australian Research Grants Committee, Professor R. R. Street, is also on the council.

The other members of the council represent the government sector, the industrial sector, the trade unions and Women's Liberation.

Council calls for 'mobility centres'

by Judy Chase

National mobility agencies should be set up in individual countries to facilitate movement of university teachers, research workers and postgraduate students in Europe, the Special Project Mobility of the Council of Europe's Committee for Higher Education and Research, has proposed.

A major obstacle at present, which would require more than mobility agencies to overcome is the economic situation in Europe. Economic considerations have caused a trend in some countries to reduce the number of foreigners admitted to higher education and research, the report says.

The report also notes two obstacles which apply only in Britain. It cites the extremely high fees charged by the universities and the fact that some research councils award scholarships only to people who have been in the country three years.

The preference among British staff for teaching in English-speaking countries (America, Canada or former colonies) rather than in Europe is also discussed. The report says: "Here the obstacle seems to be the general difficulty for, or unwillingness of, university staff to learn foreign languages."

A feature of the British system of higher education which is cited as a hindrance to mobility is financial planning, which helps academic staff to plan their teaching and research work for more than one year at a time.

Among the important general barriers to mobility mentioned in the report are excessively complicated and divergent application procedures for staff positions, as well as studentships; rigid nationality requirements; unattractive salary levels and financial conditions in some countries; insecurity about the recognition of time spent abroad for promotion and pension rights; in the countries; and reluctance to recognize foreign postgraduates' diplomas and degrees.

Holland

Controversial lottery stays for another year

from Lynn George

AMSTERDAM

For the 1975 academic year Dr Ger Klein, Higher Education Secretary, has announced an elaborate university admissions procedure to lottery chance. Thus all applicants with a grade seven have a 95 per cent chance, those with a grade 6 76 per cent and those with less than 64 a 64 per cent chance of drawing a university place out of the computer at the university admissions clearing house in Groningen.

Certain qualified candidates will be unconditionally admitted. These include applicants who have completed their two years' military service, those who obtained an average grade of 7 or more (exams graded from 1 to 10) in their grammar school leaving examination and a predetermined

number of students from the Dutch colonies of Surinam and the Antilles.

For the remainder a lottery system will operate based on the principle that the higher the final examination figure, the greater the lottery chance. Thus all applicants with a grade seven have a 95 per cent chance, those with a grade 6 76 per cent and those with less than 64 a 64 per cent chance of drawing a university place out of the computer at the university admissions clearing house in Groningen.

Faculties operating a number of courses this year are medicine, dentistry, veterinary surgery, physical education, pharmacy, biology, social and physical geography, Dutch history and English.

West Germany

Left rivals agree to formation of national union

by Günther Kloss

West German students have at last succeeded in forming a national association which will officially represent all 300,000 students registered at universities, comprehensive universities, colleges of education and advanced technical colleges.

The Vereinigte Deutsche Studentenschaft (United German Students Association—VDS) was created at a conference in Giessen by amalgamating the previously separate national organizations for students in advanced technical colleges (SVI) and for students at the other higher education institutions (the old VDS).

The conference was the second attempt to agree on a constitution for the new association, following a 1974 decision by the two old unions to link up. An earlier joint meeting in March had to be abandoned with only about one-fifth of the constitution approved because members' views clashed to such an extent that a compromise appeared impossible.

The most disputed issues concerned representation and electoral matters: the number of delegates per student at the annual conference, the majority (simple or two-thirds) stipulated for elections to the committee and the electoral system (proportional or majority) on the basis of which the central council, the highest authority of the new association between the annual conferences, would be chosen.

Differences of opinion on these issues were not between delegates from the two national founder organizations, nor between representatives from the 160-odd individual student unions but were based on the policies and tactics of the various political groups that have dominated German national as well as local student politics for several years.

Virtually all these groups are left-wing and largely because of the apathy of many students they have often secured control of individual unions in elections, even though some very recent trends indicate a shift away from the radical Left to more centrist groups in some institutions.

Even the conservative Christian Democratic Students have gained in support and they now control the student parliament at the universities of Karlsruhe and Ulm.

Overall however, the radical Left is still the dominant political force. It is divided into several factions. Thus the old VDS was since 1970, dominated by the Spar-

takus, a Marxist student association linked with the German Communist Party, and by the Socialist University Education (SUE), probably the strongest, although often split into an orthodox socialist and Marxist-Leninist wings. At the last meeting of the old VDS in March the two groups together had exactly the same number of votes as their main opponents.

These are primarily the Young Socialist (Juso) university groups which form part of the youth organizations of the ruling Social Democratic Party and have only recently attracted substantial student support.

The rest of the political spectrum of the German Students Movement is chiefly made up of an alliance of the Association of Liberal Students, the Association of Christian Democratic Students, and of Independent students.

Because of the power struggle between the left-wing factions, these last groups are able to exercise a much greater influence than their numerical strength would indicate. The Liberal Students Association voted, for example, together with the Young Socialists and the Communist, Socialist and anarchist groups at Giessen and thus secured the relatively quick passage of the Juso-inspired new constitution against the initial opposition of the Spartakus and the SHB.

Indeed, these two groups now find themselves for the first time since 1970 in a minority on both the executive committee and the central council of the new organization.

Even its programme for the next few years was passed against their vote. This fact does not, however, appear to have led to a less radical line of policy. German student organizations regard themselves as eminently political and vigorously defend their "political mandates". They are much more concerned with denouncing capitalism and proclaiming the solidarity of students as representatives of the progressive intelligentia with the struggles of the working class than with representing the immediate interests of their members.

Since even the new organization opposes the policies of all three major political parties, communalism between students and the federal government will not have been made any easier. There is therefore as yet no chance of the government restoring the substantial subsidies which used to be paid to the national student organizations and constituted a major source of revenue for them.

Republic of Ireland

£2.5m bail-out for universities

from Peppy Barlow

DUBLIN

The crisis in Irish university finance is to be alleviated by a government supplementary estimate of £2.5m. This will cover the shortfall in the current grants and other incomes set against the estimated expenditure for Irish universities.

Earlier, when no such relief was forthcoming, the universities were suggesting that they would have to introduce massive fee increases and possibly stop staff pay for the last month of the academic year.

Some fee increases have already been announced, but it is assumed that the more drastic suggestion of docking salaries will no longer be

Death and demoralization by a thousand cuts

As the end of the academic year approaches the depression, financial and psychological, that grips higher education, and the universities in particular, has deepened. "The party's over," Mr Crossland told the local authorities last month. Lord Crowther-Hunt's reputation of the same message at the recent conference of the AUE and the ATEE was almost superfluous. In the case of higher education austerity is not a cloud on the horizon, a frown on the ministerial brow: it has already arrived.

The 12-year summer that universities and colleges have enjoyed since Robbins is over. Ahead is a cold winter of reduced budgets for future expansion, less generous support for existing teaching and research, and increasing state intervention. The signs of the decay of the optimistic prosperity of the 1960s are too numerous to be dismissed as a spell of unsettled weather. They range from, at the most trivial, Mr Prentice's misadventure but nevertheless inevitable remark about the loss of the 1960s, to the most fundamental, the virtual collapse under the weight of double-digit inflation of the quinquennial system of university finance and with it an important guarantee of its autonomy.

The present demoralization of higher education has two aspects, financial deprivation and the keener sense of a loss of esteem. Naturally the first is predominant today but in the longer term the second may be equally significant. After all, the financial fortunes of universities depend partly on the simple and sometimes crude perceptions of their value popular among politicians and the public.

In any case the two aspects are entwined. Mr Prentice's stony refusal to agree to the AUE's current salary claim is made worse, in the eyes of many university teachers, because in January he accepted so swiftly the recommendations of the Boughton report on the pay of non-university teachers. University pockets may have been hit by a loss of earning power. Their pride has been hurt more by the knowledge that polytechnic lecturers have received more favourable treatment. There is a crude but popular view that the present Government is in some general way anti-university and pro-polytechnic—a view that is sadly shared in all its simplicity by the president of the AUE. A much more plausible interpretation is that Mr Prentice really believes in the social contract, unlike those of his Cabinet colleagues. He no doubt believes that the total collapse of the social contract would be followed by the freeze or some form of incomes policy, which would be harsher on those paid from public funds than other workers.

The same pattern of demoralization is apparent in other areas than academic salaries. The damage caused by the failure to compensate universities for inflation—the growing deficits and dwindling reserves, the empty teaching posts and the skimped maintenance—is bad enough. Worse still in the eyes of the universities is the symbolic damage, the proof it provides that their esteem in the community as a whole is now lower.

Again, a simple conspiracy theory is at hand: the cuts are proof of the Government's hostility to the universities. This view would be more plausible if this slippage of public esteem for the universities did not appear to be an international phenomenon. At a recent conference in London a senior official of the French Ministry of Education recounted how he had been urged to exploit the public enthusiasm for higher education that existed in the late 1960s in a single word: "Profites"—or, loosely, make hay while the sun shines. If the sun no longer shines it is hardly, Mr Prentice's fault. In any case the Government, faced with an alarming budget deficit, must make cuts where it can. These two factors are quite sufficient to explain the failure of the Government to give the universities more help in their struggle with inflation.

On a national level the collapse of the system of quinquennial grants is an immediate cause of acute financial stringency. It, or rather the government's apparent unwillingness to reestablish a stable system of university financing, is also an indication of a new relationship between higher education and the state that will probably outlive the present squeeze on the growth of public expenditure or even the present rate of inflation. This feeling that universities particularly are being forced by economic circumstances into an unwelcome state of increasingly dependent dependence has been intensified by two further elements.

First, many believe that the polytechnics have been better protected from the ravages of austerity and inflation by the rate support grant than the universities have been by the University Grants Committee's quinquennial grant. Up to now this

feeling, based on a conspiracy will believe that this is another example of the Government's malvolence. A much more likely explanation of the different fortunes of the universities and the polytechnics in the past 18 months is that they reflect the different values of the two mechanisms of financial support.

has proved to be buoyant, while the behaviour of the quinquennial grant has been leaden. The fortunes of the polytechnic rise and fall with the fortunes of local government services as a whole. The universities are isolated and exposed, and so easier to pick off.

The second element that has intensified the insecurity of the universities is the strange behaviour of Mr Prentice and Lord Crowther-Hunt. Mr Prentice's aside may be dismissed as a gaffe, but what about Lord Crowther-Hunt? He is going round conferences uttering vague threats about "worse to come" and suggesting a shopping list of economies.

Many, indeed all, his suggested economies may in fact be necessary. However, to hawk such a list around without at the same time presenting a properly thought-out strategy for the development of higher education in these austere times seems to be quite the wrong approach. Tighter timetabling, a worse staff student ratio, and a dose of manpower planning do not add up to the proper strategy. It is precisely this piecemeal approach to economy and retrenchment that has undermined the morale of the universities. If this is all the Government has to offer, it should keep quiet and continue to squeeze the universities by refusing to grant proper compensation for inflation. If, on the other hand, it really does have a respectable strategy, let ministers share their thoughts with the responsible parties in higher education as the vice-chancellors have indicated.

Everyone concerned with the future of higher education must recognize that the present depression of its fortunes is not a brief pause in the climb to the sunny uplands of mass higher education and the learning society beyond. Only when such a comfortable illusion has been rejected can the painful but necessary task begin of deciding what higher education we need, what higher education we can afford, and how we can strengthen or adapt our present system to meet these requirements. This task is urgent because important but uncalculated changes are being made in higher education by the haphazard economies of the Government. The next step will be applied to the polytechnics following the next rate support grant settlement. Yet austerity should stimulate greater precision in the deciding of priorities not less.

In a recent letter to *The Times*, Dr Ralf Dahrendorf, director of the London School of Economics, wrote: "Whatever one's views about expansion, surely priorities in higher education must be essentially qualitative. If this fact is forgotten, one of the most distinguished university systems in the world may well lose its distinction." Too often this fact, if not forgotten, has not been sufficiently remembered. The years of the Robbins-induced prosperity allowed important questions to be fudged. For example, the potential conflict between the maintenance of excellence and continuing expansion was rarely considered.

The picture of academics' attitudes that emerged from the work of A. H. Halsey and Martin Trow revealed precisely this fudging. They found that many university teachers continued to make assumptions about the purpose of the universities which were appropriate to an elite system of higher education. Yet the same people also believed in the virtues of expansion (or replication) would be a better description of the process of development they foresaw.

That particular path, the replication of elite higher education, even in the most attenuated form, is blocked. Three others are still open. The first is for higher education to return to the pre-Robbins mode and make the preservation of "quality" (however that may be defined) its paramount consideration. There are two obstacles here, no Government, Labour, Conservative or Grand Coalition, would tolerate such a development; and secondly, the British system of higher education has already grown too large for such a retreat into the ivory tower to be justified. The second path is already familiar. It is death by a thousand cuts, the simultaneous pursuit of reduced costs and ambitious targets for expansion and of academic quality against a background of undiscriminating austerity.

The third path is to introduce a much greater element of discrimination into the planned development of higher education in the next 20 years. Discrimination in favour of certain institutions implies discrimination against others. So in some aspects such a policy would appear harsh and restrictive. For example, it will probably be necessary to discriminate in favour of the dozen or so universities of truly international reputation. At the other end of the scale it may be necessary to discriminate against the colleges of education and further education which at present hope to develop a significant volume of degree-level work.

These will be hard decisions, much harder than the decisions that the DES has had to make about the closure of some colleges of education. Yet they must be taken. If "academic drift" is not only allowed to continue but positively encouraged by the absence of such discrimination, the result could be

LETTERS TO THE EDITOR

Staff ratios

from Professor V. R. Pickles

Sir—When Lord Crowther-Hunt recommends that university staff ratio should be 8.4:1 to 9.1:1 or 10:1, he should be reminded that many departments already have ratios above the latter figures—even after allowance is made for small differences due to the method of calculation.

My department is one such; and from October this year when our annual student intake will be 150 medicals, 50 dentals and an agreed number of pure science students, the ratio will be 10.7:1. Moreover, our students have relatively few free periods in their weekly timetable, and this fact is reflected in the demands on the staff. This high

ratio results from the present financial constraints but Lord Crowther-Hunt should not seek to make matters worse.

Nor does the figure of 19 per cent for the proportion of students doing postgraduate research apply to all departments. Our ratio of actual research students to full-time equivalent undergraduates will be 4 per cent. This low figure results in part from the Medical Research Council's policy of "concentration on essential" in selected departments. For a proper balance we need more support for research, not less.

Yours faithfully,
V. R. PICKLES
Professor of Physiology,
University College, Cardiff.

University economies

from Professor Igor Aleksander

Sir—I am responding to your editorial suggestion (*THE TIMES*, May 23) that Lord Crowther-Hunt's questions about university economies deserve serious consideration. I find this difficult particularly when faced with his views on research.

He proposes that teachers should spend less time researching and that the proportion of postgraduate students should be reduced. All this on the foundation that... We all know of postgraduate students who are neither contributing to the advance of worthwhile knowledge, nor even adding in any worthwhile way to their own qualifications.

The first postulate is correct as stated: very few individual postgraduates make world shattering advances of knowledge. However, to believe that they should do so is painfully naive. The postgraduate exists, and the university additional to, and of greater depth than, what can possibly be squeezed into a three or four year undergraduate course. It may be worth noting that a graduate in other countries of Europe achieves a level which in the UK is reached only by postgraduate work.

The point about qualifications is obviously wrong as stated, as postgraduates do not have their qualifications and are often rewarded for it (perhaps not often enough).

So, I am asked to take seriously the proposition that if about 10 per cent of our universities' undergraduate population have the ability to receive a deeper education, some should be prevented from so doing. Surely, if there must be enough university places for those prospective undergraduates who are qualified and willing (a principle ostensibly accepted by Crowther-Hunt), the same must apply to postgraduate places. The universities set standards sufficiently high for there to be real merit in welcoming education.

Salaries

from Mr P. R. Bridger

Sir—The nub of Professor Grynier's argument (*THE TIMES*, May 23) is this: too few able graduates are willing to accept low salaries and low social status. In spite of the admitted advantages of freedom and intellectual stimulation, to maintain the universities at their current level of excellence.

He may well be right. But what follows from this? Simply that the able graduate is one who will glumly burn the midnight oil, only if he is paid a moderately high salary. Why does a university lecturer need to look forward to earning £6,500 at the age of 40, rather than £5,000 (at current prices)? The answer is disgracefully simple—he cannot bear to be without a new car every other year, a suit, holidays abroad, and perhaps a weekend cottage in the hills. Oh, and, of course, the social status that goes with these things.

Now what of the other side of the equation: what is the "able" graduate producing to pay for these goodies? In the words of Professor Grynier, "Intellectual stimulation, the maintenance of our cultural heritage, and the advance of

tion for those who overcome the hurdles.

I am further asked to take seriously the idea that academics fritter away their time on research to the detriment of their teaching. Many of the best researchers are high teaching loads, and the only thing that suffers as a result of their research is their home life. Their teaching is often given as added dimension as a result of their contact with the research advances that are being made in their field. The researching academic also performs an educational function which does not seem to have occurred to Lord Crowther-Hunt. Clearly penicillin, and computers are important major results of university research, but more important may be that vast collection of minor advances which is continually fed directly into textbooks and courses by academic authors. This creates an evolutionary chain in education without which university teaching would be static and sterile.

It almost goes without saying that much research is vetted for excellence and relevance by research councils anyway. Where does this leave Lord Crowther-Hunt's contention that the contribution of postgraduates to such research is not worthwhile? There is almost no evidence to support such an idea. To condemn the whole business on the basis of the odd failure is simply facile.

Perhaps the only way in which I can take his suggestions for research economies seriously is that they imply a decrease of university excellence to such an extent that they would make the role of universities patently questionable. Having reached such a state, they could easily be shut down or turned into teaching factories. That, to my mind, is most serious.

Yours faithfully,
IGOR ALEKSANDER
Professor of Electronics,
Brunel University.

ment of knowledge. People who have to be bribed to produce the first two, are to my way of thinking, a little suspect. There remains the third, the great god research.

When Professor Grynier characterized my fellow Sybarites as those "who use the same lecture notes annually" and "undertake no administrative duties", my heartiest held steady. I did not recognize myself there. But when he concluded "and make no research contribution", the shaft hit home.

Briefly, about a million teachers in tertiary education throughout the world are being urged daily to publish or perish. I have to read a minuscule fraction of what results, and find so much of it trivial, trivial and plagiaristic, that I cannot bring myself to add to it. To add to knowledge is not necessarily to grow in wisdom.

A wise policy for the universities would necessarily throw doubt upon the concept of "the real incomes" which lecturers like miners seem to think are being whittled away. Yours faithfully,
P. R. BRIDGER
Happy Island,
Pwllmell Road,
Cardiff.

Student radicals: actors or activists?

It was both shrewd and charitable of *The Times* to single out Bernice Martin's article on the student "counter-culture" from the Black Paper 1975 for publication (in a condensed form). It makes a serious attempt to explore the sources of student disaffection from the official and established institutions of education. As such it certainly marks an improvement on the childish abuse of students which has been the stock-in-trade of some eminent Black Paper contributors, such as the Warden of All Souls ("the sluts, male and female...") and Professor Jacques Barzun, inflicting a trivial gibe about "slovenliness of dress" on the level of a major moral issue. It finally, as I suspect, her position is not so very different from theirs, at least the argument is presented in a serious and substantial form. Bernice Martin suggests that "the student revolution" is best understood not as a "straight" political challenge to the universities and colleges, but as a cultural phenomenon as, in her own words, "one facet of a general cultural movement popularly known as the avant-garde or the counter-culture". She then tries to explain why this challenge should have been made particularly strongly in the educational sphere, what its impact has been, and why it constitutes a threat to what she sees as the proper and traditional functions of higher education. I will consider the various stages of her argument in turn.

As Martin recognizes, her "cultural" interpretation of the student movement carries two alternative implications. It could lead either to "the politicization of culture or the transformation of politics into a system of purely symbolic gestures" (this passage, like one or two others I have quoted, did not appear in *The Times* condensation of the original article). Predictably enough, it is her view that in Britain, though not in France and Germany, it is the latter process which has taken place. Here we have "the phenomenon of middle-class expressive politics... political action designed to express the value premises and manifest the moral cleavages of the participants rather than to achieve a concrete end". In this way "radical politics merely translates themselves into a style of cultural gesture" (the leading Leninist (John) rather than Lenin and his representative figure. Much "revolutionary potential" is "drained off into self-affirming orgies of expressivism".

So far the language is more original than the thought. There is nothing new in petting radical politics as a politics of moral gestures, a display of righteousness rather than a practical attempt to change anything. It is equally routine for the right and centre to claim that they alone understand the realities of politics and how to get things done, while the left contents itself with "demonstrating" (in both senses) its moral superiority. Martin slightly refines this rather tired jibe by making a further distinction between hard-headed realistic revolutionaries, and middle-class radicals who are concerned only with self-expression—those whom Bernard Levin calls the "fun revolutionaries".

The suggestion that the politics of the left are the politics of gestures derives, I think, from two misconceptions, both typical of conventional political "realism". The first is that "practical" politics must necessarily be concerned only with limited, specific, short-term and piecemeal changes. The second, which usually follows from the first, is that the styles and methods of practical politics are the styles and methods of lobbying, committee work and pressure from within the political and social establishment (letters to *The Times* from SWI addresses and so on). In fact much Left politics fall into this pattern. Innumerable radical campaigns are not to do with "gestures" of any kind. They have specific aims and often use quite conventional methods. The campaigns and petitions currently being promoted by the women's movement against James White's anti-abortion Bill is a good example of this type of politics, and one with which many students are involved. But is also the case that, in so far as radical politics is concerned with wholesale revolutionary change rather than piecemeal improvements, radical politics will necessarily be committed also to different and less "respectable" methods. A demonstration, a sit-in or occupation may well fall to achieve its specific declared aim; but such an action has more than one purpose. It has an educational function. It is intended to gain public attention for an issue or a cause. It is intended to increase public or popular involvement with the cause, and to educate those who take part in it. It is often intended as a show, or demonstration, of solidarity and strength, and therefore as a warning to opponents of the cause. Frequently it is not an isolated episode, but one battle in a long struggle, which may be a class struggle, or



Warwick demonstrators: an educational purpose as well as a political aim.

Anthony Arblaster challenges Bernice Martin's 'anti-rationalist' view of the student counter-culture in the Black Paper 1975*

a struggle over power and rights within a particular institution. None of this implies that the action is no more than a gesture. On the contrary, but it may seem so in those whose commitment is so slight-minded that they cannot grasp that others may not share their piecemeal, day-to-day approach to political and social issues.

In her analysis of counter-cultural politics, then, Bernice Martin is hampered, it seems to me, by her implicit acceptance of the cramping, conventional view of what politics is. Nevertheless, behind the colourful talk of "orgies of expressivism", her analysis does point towards two important truths. The first is that counter-cultural radicalism is in some respects more personal and introspective than past radicalisms normally have been. But this is not accidental; nor is it simply a kind of degenerate romanticism. It reflects the perception that the revolutionary theory and practice of the past have placed too much faith in economic and institutional changes, and have neglected the need to change people's way of thought and modes of personal behaviour. The work of Marcuse and Laitin, among others, has drawn attention to this neglected psychological dimension, and has won a response from many who have sensed quite rightly, the barrenness and crudity of any would-be revolutionary perspective which excludes this dimension. And, of course, they reject even more firmly the mechanical and manipulative character of much that passes for psychology in the British academic world.

Secondly, however, she is right to suggest that with many people this "soft" personalized style of protest has taken essentially non-political forms. That is to say, that instead of engaging in collective efforts to change things, people simply drop out, as far as that is possible, and try to develop their own patterns of life in retreat from orthodox society. Of course, such action is not without its political significance, and in some cases the mere example of groups of individuals living differently can make its impact. Counter-cultural radicalism rightly recognizes the importance of personal example. Nevertheless, quite apart from the limited and short-term character of much apparent opting-out, it is true that this mode of expressing dissatisfaction with the prevailing culture and its values is often defeatist, exclusive and narcissistic.

On the other hand, Bernice Martin is at her least convincing when she goes on to suggest that it is a part of this self-indulgent expressivism for progressives to "huddle together in the esoteric temples of 'elite culture'". There really is no need for sociologists to construct fanciful theories to account for something that is perfectly comprehensible in terms of the rational behaviour of rational people. People who reject the values of capitalism naturally look for jobs which are not totally dominated by the priorities of capitalism, as what she terms the "hard" areas

of business and industry inevitably are. Unless they take the naive view that such areas can be subverted gradually and from inside, they would be wasting their time. Secondly, radical intellectuals may well reason that they can best serve the radical cause by acting as intellectuals, that is, as teachers, writers and propagandists—in which case the "temples" of tertiary education offer them more time and opportunity than most other jobs. Thirdly, they may well take the view that students constitute one key element in the radical configuration of radical or revolutionary forces, and that it is therefore important to work with them. Furthermore they may well judge that the possibility of establishing separate cultural and educational institutions is not very great at present. So for all these good and rational reasons they may choose to stay within the temple walls rather than abandon them to the undisputed sway of the high priests of reaction. I see nothing wrong with this choice.

It may be accepted, then, that there will be present within the educational sector a small but significant minority of intellectuals with radical and revolutionary commitments. What has been the effect of the presence of this minority of staff and students? Here Bernice Martin shows signs of wanting to have it both ways. On the one hand her revolutionary potential is wasted in the famous "orgies" already referred to. She implies the futility of these "cultural gestures". Yet on the other it turns out that they have not been quite so ineffective as this thesis suggests. The effect of "every one" of their activities has, ironically, been to accelerate the bureaucratization of the universities. By a similar, bitter paradox, their denunciations of crude utilitarianism and the subordination of education to the needs of the economy have actually increased those dangers. This is an argument in the style of Onkeliotian conservatism: on the one hand it is futile to attempt a revolution; yet on the other the revolutionaries do a lot of damage. This is all far too neat and convenient. She denounces the "Expressive Revolutionaries" for warning "extravagantly" about the risk of the subordination of education to the pressures of immediate expediency. But now it has become "the greatest danger to the universities in the 1970s". To say that those who warned of this are actually responsible for it is like blaming Cassandra for the fall of Troy. It attributes to them (and her) a power over events which they simply do not have.

The picture of the counter-culture that finally emerges from her article is a caricature. The distortion is achieved by stating everything in the blindest and most generalized terms. Thus we are told that "rationality and objectivity" have been "rejected" and "tolerance" has been "thrown out". She speaks of "the rejection of control in all its forms" (all?), and "the sanctification of violence", and purports to explain how "magic could become superior to science".

and "reason" came to be seen as "subhuman". The best that one can say of this is that it could represent the logical reduction of abstractness of certain tendencies; but to offer it as a representation of reality is ludicrous.

Like so many of the critics of contemporary radicalism she writes as if these grand words and principles were self-explanatory and self-evident—as if "we all know" what reason and objectivity are; as if we all know what is classifiable as science (which is good) and what is magic (which is bad) on the one hand; as if we all know and agree on what a principle like tolerance implies; as if our society was founded on a pacifist total rejection of violence. But the really serious challenge of the counter-culture—as anyone who has read Theodore Roszak on the subject will know—does not consist in a blanket rejection of rationality and science, but in raising certain simple radical questions which have gone unasked for far too long. It asks "what is reason?". It does not assume that the mere word means the same thing in the mouths of today's conservatives as it did to Voltaire or Tom Paine. It asks what social and political functions science and technology perform. It does not assume what it may have been reasonable to assume a century and a half ago—that the word "science" is a synonym for enlightenment and progress. It asks where "objectivity" is to be found. It does not accept it as self-evident that it lies untroubled in the teaching and traditions of the educational system as it is now.

Yet that appears to be the assumption behind Bernice Martin's attack on the hypothetical anti-rationalism of the counter-culture. In another essay, and one used by *The Times* she asserts that "women's studies, black studies and the like deny the possibility of objectivity, comparability and equality in scholarship". Why are these approaches at a greater distance from objectivity, etc., than such academically respectable activities as accountancy or business studies or, for that matter, theology, much of which is based on the premise of a being whose very existence is a matter of dispute? Just as separate departments of social and economic history have developed where these perspectives have not been able to develop within the framework of established history, so courses in women's studies and black studies are insisted to replace deep-rooted orthodoxies. No doubt in an ideally open-minded academic world there would be no need for such separatist movements. But that is not the world we actually inhabit. Objectivity, open-mindedness and, yes, even tolerance, are in rather shorter supply than Martin would have us believe.

What is reason? What is rationality? What is objectivity? Bernice Martin writes as if such questions are all closed and settled, as if positivism still reigned supreme in the world of mind, or at least as if it should. But this is to brush aside an entire tradition of intellectual debate to which the thinking of the counter-culture has given a new force and urgency. No one acquainted with the critique of positivism and ideas of science made by Lukacs and the Frankfurt Marxists, or with the critique of current conceptions of objectivity developed by Chomsky, Roszak and Roger Poole (in his interesting book *Towards Deep Subjectivity*), can seriously suggest that this is a clear conflict between rationalism and irrationalism. It is a debate between different conceptions of reason. I cannot believe that Martin, a sociologist, is unaware of this. Why then does she misrepresent the dispute as a simple black-and-white clash between science and magic, reason and irrationalism, tolerance and intolerance? No doubt such contrasts are ravine to Black Paper devotees, but they hardly do justice to the seriousness of the case she is supposed to be analysing.

Educational institutions are not, as I have pointed out elsewhere, ruled by pure reason. Nor, as I have suggested here, do their intellectual commitments embody pure intellectual objectivity. It is right, therefore, that students (and staff) should treat loose talk about commitments to reason and objectivity with a healthy scepticism. It is right, too, that some fundamental questions, long dormant, about the nature of reason, objectivity and science and about their social and political functions, should have been revived within the educational sector. Those who have done this, through debate, or through demonstrations (against scientists engaged in research in biological and bacteriological warfare, for example), deserve commendation, not suspicion. Finally, let us to the crux of radicals (or Expressive Revolutionaries) that they have drawn attention to the ever-increasing subordination of post-school education to the requirements of a capitalist economy—a subordination which can take quite blatant and scandalous forms, as was revealed at Warwick University (Leeds) in 1970—while respectable academics have preferred to continue these developments by their silence and inactivity. If the counter-culture constitutes a challenge to educational orthodoxy and its power, it must be said that that challenge is by and large both necessary and salutary.

The author is a lecturer in politics at Sheffield University.

JAN 20 1976

BOOKS

Equality for all men

BB Carter Labs, London EC4V 6E

BOOKS

Housey-housey

The UK Housing Market: An econometric model by Christine M. E. Whitehead. Saxon House, £5.50. ISBN 0 317 01005 9. Reviews of United Kingdom Statistical Sources, Volume III: Housing in Great Britain and Housing in Northern Ireland by S. M. Farthing and M. C. Fleming. Heinemann Educational, £5.00. ISBN 0 135 82394 1.

Until recently housing has been one of the least fashionable areas of economics in this country. This is remarkable because it not only constitutes a substantial item in the Government's expenditure and plays a vital part in the determination of living standards, but it also raises a number of intellectually provocative questions in economic theory and policy.

Many of these issues are explored in *The UK Housing Market*, a workmanlike attempt to provide a model to forecast the short-run supply and demand for new dwellings in the owner-occupied sector. Although very specific, this is an important subject especially with the recent inflation in house prices, and of all housing problems it would appear to be one of the more susceptible to econometric analysis. The model used is made up of three equations; the first seeks to explain the demand for "completions"; the second deals with the supply of "starts"; and the third relates "starts" to "completions" by a time lag mechanism. The central section of the book discusses the specification and fitting of these equations.

Written for the professional economist, his patience and resilience will often be severely tested by the notation (a comprehensive list and definition of which is relegated to an appendix); by the number of equations presented (most of which could have been appended); and by the lack of any clear quantification of correlations between the explanatory variables. This is a field where extra information about variables is required to enable the reader to judge whether he agrees with particular specifications and interpretations.

The first four chapters of the book provide a clear and concise statement of the context for the econometric work and the last four chapters examine the policy and research implications of the fully specified model. Both these sections can be recommended with confidence to any intelligent student of the subject and each is distinguished by an unpretentious style, modest claims for the results of the analysis, and sound judgements.

Both the efforts of analysts and the discussion of policy towards the private sector tend to be preoccupied with demand. The demand models tested here are fairly conventional, seeking to explain completions per head of the population in terms of income per head, the cost of housing to the consumer, the rate of inflation and the size of the existing stock of dwellings. Thus the consumer is seen as comparing the relative merits of new and existing dwelling and of housing expenditure with other expenditure.

ADULT STUDENTS Education Selection And Social Control

Earl Hopper, Marilyn Osborn. Preface by Ralf Dahrendorf.

This is a study of how a system of educational selection shaped the ambitions of the postwar generation, and how it created a group of discontented people who are now adult students. ISBN 0 907804 10 7. 187 pages. Hard £1.95.

Frances Pinter (Publ.) Ltd., 161 West End Lane, London NW6.

About the capital

The first volume of a biannual publication *The London Journal*, A Review of Metropolitan Society Past and Present, was published by Longman Journals (Longman House, Burnt Mill, Harlow, Essex) on May 29 at £6.00 per year.

With an impressive roll-call of specialists on the editorial committee, initiated by their interest in London, the journal aims to have two main dimensions: one historical and the other contemporary. The plan is to combine the work of historians and scholars in other fields, in order to present for the first time a more complete study of the whole region (not just the ancient area of the city), in its historical, its societal and its cultural framework.

BOOKS

When the state tills the soil

Agrarian reform and agrarian reformism edited by David Lehmann. Faber, £5.50 and £1.00. ISBN 0 571 10486 X and 10603 X.

A number of case studies of the use of state power to alter the relationship between the tillers of the soil and those who live off its fruits in Chile, China and Peru, form the core of this book, together with some theoretical essays. It is a scholarly and topical introduction to an important subject.

Lehmann's paper on Chile emphasizes both the crucial issue of incentives for collectivization and the cost to society of relying on administrative rather than market methods of achieving agricultural policy goals. Both the importance of incentives and the importance of administrative methods of organizing agriculture are well known from East European experience. It is a pity that the *United Popular* did not learn something from that experience, instead of merely repeating its mistakes. Shillinglaw's paper on China in 1947-50, with its emphasis on the complex relationship between the social structure of the village and the shifting policies of the Communist Party, provides a useful introduction to a subject increasingly distorted by mythology.

On the theoretical side, Bell provides a first class study of ideology and economic interests in Indian land reform which is clear and well argued. Byres sets out the ideology of an exploitative regime that

squeezes agriculture for the sake of industrialization. He advocates this model for India despite the experience of the USSR and China. In the USSR the Byres model led, in the short run, to mass starvation, and in the medium term to the imposition of an extremely repressive regime on the entire society. In China Mao has consciously rejected the Stalin-Byres model in favour of an indigenous pattern of development. If the object of policy is to increase the marketed output of grain, why not simply advocate sending the police and the army into the villages to kill off the livestock? It would encounter less resistance than collectivization and be at least as effective. It is noteworthy that when discussing the methods for extracting the surplus Byres omits to mention the efficiency of industry as one of the factors determining the terms on which the marketed output of agriculture is obtained. Provided that efficiency in industry rises over time, Byres's ground for objecting to capitalist agriculture simply disappears. The intersectoral terms of trade can be satisfactory for agriculture and the marketed output rise while simultaneously the proportion of the urban labour force engaged in producing goods for agriculture falls, as long as there is a steady rise in productivity in industry. It is amusing to read in a book published in 1974 that for sugar "export prospects are bleak". The fundamental weakness of Byres's paper is his conception of agriculture as the milch cow of industry. This ignores the implications

of Ishikawa's data for Japan and Barsov's for the USSR. Furthermore (and this is what gave rise to the strategy of "walking on two legs") it entirely neglects employment and consumption prospects of the villagers—the overwhelming mass of the population.

Lipton contributed an important paper advocating distributivist land reform. There are a number of analytical problems with the distributivist programme, such as marketed output, social differentiation after the reform, the position of the landless, the role of men in farming families, the possible deleterious effect of such a reform on technical progress and the source of resources for the necessary rural works. Probably more important, however, are the political problems. Who is going to implement a distributivist land reform? A country may have a socialist government in which case collectivist policies will be pursued. Alternatively it may have a capitalist government, in which case capitalist agriculture will be encouraged with its inevitable concomitant of the growth of a rural proletariat. To suppose, however, that a country will have an intermediate type of government which will adopt policies primarily aimed at benefiting poor peasants will probably turn out to be a narodnik fantasy, as it generally has done in the past. The distributivist programme has most plausibility as a policy imposed on a country by the United States in order to ensure political stability, as in Japan and Taiwan.

Michael Ellman

The American way of death

Mortality and Morbidity in the US by Carl Erhardt and Joyce Berlin. Chicago University Press, £5.00. ISBN 0 674 25875 5.

Mortimer Spiegelman was actuary to the Metropolitan Life Assurance Company of New York, but he saw his responsibility to his profession in a much wider light than that of a calculator. His view was that an actuary was responsible for examining the whole state of health of a country for as a man lives so does he die and as a man dies so do we have some inkling of how he has lived.

Spiegelman, as chairman of the statistics section of the American Public Health Association, was largely responsible for initiating a distinguished series of monographs which review the state of health of the United States in considerable depth. Previous volumes have studied separate aspects of the problem such as cancer, the neurological diseases, tuberculosis and infant and maternal mortality, but this particular volume is a summary of the pattern of mortality and morbidity in the United States and covers not only the whole country, but also the whole life time of the country from its early founding days.

Spiegelman did not live to see the publication of this volume, but the present editors have made it a worthy memorial of his life's work.

The United States was one of the first countries to establish a national census when in 1790 it was decided to count the people to determine what were the human resources available to the Republic, but surprisingly it was not until 1928 that an adequate system of birth and death registration was established throughout the whole of the Union. As a consequence the study of mortality in the earlier years was based on states such as New York, or Massachusetts, who did in fact maintain adequate records throughout their history.

It is startling to realize how severely pestilence and disease affected New York City during the whole of the nineteenth century. The mortality rate except where 25 per cent of the population for a few select years remained above 45 per thousand persons for almost the whole of the century and in some years it reached levels of 45 per thousand persons. During the period from 1847-1856 mortality remained

above 35 per thousand persons for the whole decade. The two diseases which caused greatest devastation were tuberculosis and epidemic outbreaks of cholera. No country in the world today has mortality rates remotely approaching these.

It is important that we in the present century with our problems of cancer and of coronary heart disease should look back at the early beginnings of modern society to see the great advances that have occurred and learn upon what firm foundations public health must be based in order to maintain and improve the health of the community. Mortality in New York started to decline around 1890 and fell to a level of about 12 per thousand by 1920. The reasons for this fall were not medical care but were due to the great improvements in the quality of the water supply and consequent elimination of cholera and the enteric diseases, together with marked improvement in the mortality from tuberculosis. But by 1920 mortality in the United States had stabilized at a lower level and has fluctuated from year to year since then between nine and 12 deaths per thousand persons per year. The expectation of life for males in the founding years of the Republic is estimated to have been 35 years, by 1890 it was almost the same, but by 1920 it was 56 years and by 1968, 67.5 years.

The authors examine many aspects of the social environment that determine health. They show the effect of poverty even in today's affluent society. The number of discharges from hospitals in 1968 for families with an income under \$3,000 was 174 per thousand persons, but if income was over \$15,000 the hospital discharges were 101 per thousand. In England and Wales the hospital discharges in 1968 from the National Health Service were 97 per thousand persons.

The protective value of matrimony as a social element of morbidity and mortality is clearly demonstrated where the rates for single persons for certain diseases are four times as high as they are for married persons. Tuberculosis is still an important cause of morbidity and death in persons without a stable home environment. Education is the most important factor to be considered. The infant mortality of children whose fathers had only eight years education was almost double that of the children of college graduates.

Hubert Campbell

BOOKS

Shall they inherit the earth?



Circular dance "The gift of love", c. 1865; picture from "The Graphic", London, May 1970. © The Mansell Collection.

God's Blueprints: A sociological study of three utopian sects by John McKelvie Whitworth. Routledge & Kegan Paul, £7.50. ISBN 0 7100 8002 6.

God's Blueprints is John Whitworth's felicitous title for his sociological account of the Shakers, the Oneida community and the Bruderhof. All three utopian sects saw themselves as having a special mission from God to set up encampments in the battlefields of the secular world. From here they would show forth the shape which the Kingdom of the Saints would take when God finally perfected His ransomed creation. They were communitarian ventures which, far from seeing themselves as experiments believed they were prefigurations of the final social order. It may be significant that all three found a final hospitable resting place in North America, that home of respectable secularism, although the Shakers began among the satanic mills of nineteenth century Lancashire and the Bruderhof in Germany after the First World War, only arriving in the United States via Switzerland, England and Paraguay.

This analysis is very much in the tradition pioneered by Bryan Wilson and it is good to have full and scholarly illustrations of the utopian sub-category to add to the rich library of sectarian and millennial studies, not least because the history of the counter-culture of the 1960s has thrown up some fascinating parallels to Dr Whitworth's religious communities. Some readers may regard it as a weakness that Dr Whitworth neither joins in the "nature of sectarianism" debate nor attempts to compare his material with that on modern communitarianism—indeed there is very little comparison or abstract theorizing in his book—but his careful and subtle analyses of the social processes causing death to whites, blacks or Japanese and Chinese, are quite different.

Portrait of a Greek Mountain Village by Juliet du Boulay. Oxford University Press. Clarendon Press, £5.00. ISBN 0 19 623186 5.

Dr du Boulay has written an unfashionable but valuable book which should in due course become a minor anthropological classic. Between 1966 and 1968 she studied a small Euboean village which did not have a road and so still depended on human and animal labour for its economic life, while the rest of the country was moving through stages of mechanized agriculture. She chose to study a "backward" village facing demographic collapse, a place where "tradition" was, in a modified form, still available for inspection. Students of Greek society will be glad she did not yield to the sirens of social change.

Most of her insights were gathered through the world of women, but she does not present a fragmented social portrait. On the contrary we are given a systematic account of the integration of values with kinship and sex roles, and of the individual household with the village community. To say integration is not to imply an absence of tension and conflict: life in Amboli village is shot through with quarrels, lies and antagonisms of all kinds but Dr du Boulay manages to show that these are part of the village structure, and not in any idyllic way due to the cohesiveness of this particular village. The "portrait" of the life is not a description of the author's life in a Greek village, or recollections of particular villagers, but an anthropological analysis of the social structure of the village calculated to throw light on what is common to Greek villages in general. Written in excellent Oxford prose, with no technical jargon to baffle the lay reader, it is primarily a scholarly work, contributing to the meagre literature on Greek villages.

Dr du Boulay belongs to a school of British anthropologists who are deliberately, explicitly about certain technical problems about the relation between actions, values and beliefs more by oblique but skilful allusion than by head-on attack. This will irritate theoreticians of several schools, but is fully justified by the quality of her observations and insights. There is however one difficulty which springs from this attitude: the book is so carefully constructed and the abstract elements of the argument so deftly dovetailed from one section to another that it would prove difficult in the extreme to reanalyse the ethnography.

The author explores the tension between the public and private worlds of the villagers, as well as that between an ideal pattern of life and the moral ambiguities of a daily life in which all resources are scarce. She argues convincingly that "modernity has produced the collapse of the traditional village: the older villagers value their dying way of life, but are hard-headed enough to see that they must give their children a start in the runaway world where the road begins."

The children become educated, see how much better off others are and can no longer imagine staying in the village. Before 1960 most migrants intended to make their pile and return to Amboli. Since 1960 all migrants have left in make their pile elsewhere. If they return it is to stay for a week or two and congratulate themselves on their escape.

Moreover his study is a model of carefulness: the author never conceals lacunae of evidence or risks undocumented generalization or dresses up speculation in convenient sociological vocabulary—and these are considerable virtues.

The three communities all had charismatic founders, and the crucial role of the personality, ideology and political resourcefulness of the leader is well brought out. Weber's famous discussion of the problems involved in the routinization of charisma after the passing of the founder receives further amplification. The Shakers were half successful in the process, though leadership crises and schisms were an element in the decline of the group. The Oneida community quietly disbanded itself when the charisma of the original leader almost flickered out with old age. The Bruderhof nearly destroyed themselves in the purges and factional wrangles which followed the death of the founder.

The content of the three utopian theologies is very different. The Shakers saw sexuality as the source of all evil, and so set up wholly celibate communities containing both sexes and organized into "family" groups pursuing a simple, puritan but otherwise ordinary secular life. The Oneida community lived according to the belief that those who could recognize that their own salvation had already been effected by Christ's secret second coming could be perfect themselves and inaugurate the perfect community of non-egoistic communism. The Bruderhof believe in the natural immortality of man and the corrupting effect of over-developed society: their aim is childlike simplicity and, again, non-egoistic communism as the source of communal perfection and spiritual power.

In all three cases the corollary of the high value placed on simplicity, and of the need to set themselves apart from the fallen masses was an attempt at rural self-sufficiency on the geographical mar-

gins of settled society. Subsistence agriculture got off to a shaky start—particularly in the case of the urban, middle-class founders of the Bruderhof—and was ultimately supplemented by "folk" crafts. The Shakers became famous for their prototype "Habitat" furniture, the Oneida community, by an odd historical accident, for oodles of traps, and the Bruderhof for children's wooden toys. The good workmanship of devoted utopians made all three very saleable items on the best protestant-ethical grounds.

Relations with the wicked world were the source of major problems for these communities as indeed they have consistently proved to be for sects of all types. But utopians (like their conversionist brothers) are peculiarly tempted to have dealings with the unregenerate world, to recognize the common social arrangements as in fact God's blueprint. Missionary work, evangelistic and/or literary is therefore part of their *raison d'être*. These sects consequently occlude the source of their problems, and of the need to set themselves apart from the fallen masses was an attempt at rural self-sufficiency on the geographical mar-

while the two nineteenth-century groups both hastened their own decline by opting for reformist policies. They became prepared to cooperate in a spirit of Fabian millennialism with a wide variety of "progressive" causes from slave emancipation to secular socialist movements, and the distinctive ideological identity of the sect was eventually eroded. John Noyes, the leader of the Oneida community, indeed went so far in this direction that he regarded all facets of modern knowledge as part of God's plan of salvation. For instance he had great hopes of "Social Science," which is really the science of righteousness—a perspective, incidentally which he shared with the utopian founder of sociology, August Comte.

It has often been argued that sects adopt either a puritan or a licentious logic: perfection may entail either perfect control or the belief that, being perfect, anything the saved sectarian does is *ipso facto* perfect too. The bifurcation is by no means pure in these three cases, but one takes attitudes to sexuality as the classical yardstick this apparently ranges the Shakers (wholly celibate) and the Bruderhof (strictly monogamous and

opposed to contraception) on the puritan side and the Oneida community following Noyes's institution of complex marriage and male continence (or *celibacy reservatus*) on the licentious side. A closer scrutiny, however, indicates that the more fundamental factor which links all three groups is the attempt to eliminate egoistic hedonism not only in sexuality but generally. Sexual activity in the Bruderhof, and even among the taboo-breaking Oneida community is emphatically not intended as the source of egoistic pleasure or sexual satisfaction: in the latter case in particular, complex marriage—with pairings strictly programmed by Noyes—was intended to widen and strengthen communal ties and to counter exclusiveness and selfish private lives.

Indeed if one wants to find the key to commune experience it may very well lie in the nature of social control in this special setting, and above all in the expedients evolved to limit privacy and egoism. In Dr Whitworth's communist utopias a formally egalitarian ideology coexisted with hierarchical authorities in whom wide powers of sanction and censorship were vested. The charismatic founder, especially in the case of the Oneida community, had powers little short of totalitarian. Physical and psychic privacy were institutionally extirpated and obedience and humility extolled as the manifestations of perfection and salvation. There are quiet but unmistakable indications that John Whitworth's communism was sufficiently unregenerate to find even the most subtle social control applied to visitors fairly oppressive during his fieldwork with the Bruderhof.

This book is essential reading for students of sectarianism and commune experiments, and anyone who wishes to understand the nature of social control will find a mass of illuminating detail in this fascinating and thorough study.

Bernice Martin

Village deasease

Portrait of a Greek Mountain Village by Juliet du Boulay. Oxford University Press. Clarendon Press, £5.00. ISBN 0 19 623186 5.

Dr du Boulay has written an unfashionable but valuable book which should in due course become a minor anthropological classic. Between 1966 and 1968 she studied a small Euboean village which did not have a road and so still depended on human and animal labour for its economic life, while the rest of the country was moving through stages of mechanized agriculture. She chose to study a "backward" village facing demographic collapse, a place where "tradition" was, in a modified form, still available for inspection. Students of Greek society will be glad she did not yield to the sirens of social change.

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Punjab politics

Robber Noblemen, a study of the political system of the Sikh Jats by Joy Kettinger. Routledge & Kegan Paul, £5.95. ISBN 0 7100 7999 0.

Students of Punjab politics will find this book of considerable interest, but not perhaps for the reasons the author intends. Described as an account of the political system of the Sikh Jats of Punjab, it is in fact a study of the political system of the Sikh Jats of Punjab, as depicted by Punjab history through the eyes, and their social situation as they see it. The Jats consider themselves the hereditary masters of Punjab and the only true Sikhs. The author, a social anthropologist who moves into a Sikh Jat family, achieves such a degree of close identification with this point of view that she fails to consider the Jats within their wider social and political context. The Jats are treated as an isolated "tribe" and are not dealt with as an integral part of a wider caste and class structure.

This distortion of perspective leads the author to the false conclusions that the Sikh have no caste and the Jats no persisting class system. The Jats are in fact only one caste of Punjab, although admittedly the dominant land-owning caste, and there are many other castes, some of which, e.g. the Aroras, Khattis and Mazhis, the author only mentions briefly. The caste system, moreover, which she does not mention at all, for example, the various village service castes towards whom the Jats occupy the role of *jamins* such as carpenters, water carriers, barbers, goldsmiths, etc., all of whom in turn are great numbers. Commonly in Sikh Jat dominated areas all these service castes are also Sikh and there is certainly a caste system in operation among the Sikhs just as there is among the Muslims in most parts of India and Pakistan.

Dr Kettinger falls very comfortably into the Sikh Jat view of their society, depicting Sikh history as Jat history and neglecting, except in two brief footnotes, to

Harjan, and Ram Garhia carpenters in the various *misls*, the Sikh confederates of the eighteenth century. Similarly while emphasizing Sikh Jat martial values she nowhere refers to the role played by the Harjan, Mazhi and Randassie Sikhs in the various Sikh regiments of the British army. Later she lapses easily into Sikh rhetoric when talking of the Akali Dal Sikh separatist movement when the Jats were for the first time only too ready to embrace untroubled as brother Sikhs for the purpose of declaring a Sikh majority in the Punjab.

The discussion of politics is in many ways misleading, and while the author may well have broken the taboo of caste and class in anthropological analysis, it is doubtful that she has realized the expression of any greater truth about Punjab politics. The extremely detailed description of the machinations of elite politicians seems quite divorced from the question of "power" at the village level, and her work is devoid of any sense of ethnographic reality.

The indiscriminate use of the word "family" is deplorable in a social anthropologist and she nowhere discusses Sikh Jat institutions such as *panthi*, *baradari* and *blanchara* which are the real organizing units of politico-economic relationships at the village level. She relies the concept of "faction" and maintains that it is the only structural unit of political organization in the society, whereas it is clear from her comments on page 177 that factional groups are only played out by elite politicians while for the ordinary Jat farmer patronage only becomes important at times when his own livelihood is endangered by local level disputes.

Moreover, there is no adequate discussion of the basic division of the society into landless and landed. The true class division of Punjab, Sikh or non-Sikh, is politico-economic reality with an account of elitist high powered political machinations and corruption which at least testifies to the fact that some Sikh Jats in Punjab are "Robber Noblemen".

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Application material available from Personnel Office, National Institute for Higher Education, Limerick, should be completed and returned by Friday, June 27, 1975.

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Further details from the Registrar, University of Salford, Salford M6 6WT or Tel. 051-736 5843.

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THE UNIVERSITY OF
ADELAIDE
Adelaide

Applications are invited for the following appointments in the Department of Education to commence duty in 1978 at such a salary as possible. Applicants should be graduates with experience and qualifications relevant to the position. The closing date for applications is 15th June 1978.

LECTURER IN LITERATURE (1979). Applications will be welcomed from graduates with relevant qualifications in any appropriate field. Salary scale \$10,000 to \$17,500 in 1975.

Salary scale: Senior Lecturer \$14,000; Senior Lecturer \$14,500; Senior Lecturer \$15,250; Senior Lecturer \$16,000; Senior Lecturer \$17,500.

Applications in duplicate should be sent to the Director, Human Resources, University of Adelaide, 100 North Mall, Adelaide 5000, and the names and addresses of referees should be included. The successful candidate will be notified by letter. Closing date for applications is 15th June 1978.

Further information available from the Association of Commonwealth Universities (A.C.U.), 100 North Square, Adelaide 5000.

DEPARTMENT OF EXTRA-
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The salary of University Lecturers on the present scale being £2,111 to £4,896 per annum, it is expected that the initial salary will be within the range £2,111 to £3,813.

Applications should be sent to the undersigned, from whom further particulars may be obtained, not later than 20th June, 1978 (please quote reference E1).

The Secretary, University of Bristol, Senate House, Bristol BS1 1TH.

[illegible]

LECTURESHIP IN SOCIAL ADMINISTRATION

Applications are invited for a Lectureship in the Department of Social Administration, University of London, from 1st October, 1979, to 31st March 1980. The post is full-time and is arranged as follows:

The Lecturer should have a sound first degree in social administration, sociology or a related discipline, with a minimum of five years' relevant academic or professional experience. Initial salary dependent on qualifications and experience will be in the first three bands of the scale, £12,000 to £14,000 p.a. currently £12,100 to £14,200 plus threshold pay and pension. The Lecturer will have satisfactory pension rights under the University scheme. Appointments will be subject to the usual conditions of service.

[illegible]

and mainly removal allow-
ance, and a small amount for
service leave and housing loan
allowance.

Applications (in duplicate
showing full previous
qualifications, experience
and the names of three referees
of three referees should reach
the Director, Office of
Western Australia, Newcastle,
New South Wales, 2060, on or
before 26th July, 1978.

For further particulars and
application procedures may be
obtained from the Office of
Commonwealth Universities
Admissions, 100 Common Square,
London W1C1 1TF.

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MEDICINE

Applications are invited for
the Chair of Oriental Medi-
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Sciences, London from 1st Janu-
ary, 1979, or such other date
as may be determined by the
University. Applications should
be sent to the Secretary of the
Chair.

Further particulars may be
obtained from the Secretary,
Office of the Queen's University
of Belfast, 100 Victoria Road,
Northern Ireland (please quote
ref. 100/78).

BIRMINGHAM
THE UNIVERSITY
DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE

Applications are invited for a
Lectureship in the Department of
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experience in English language
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Salary on scale £2,118 to
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nuation.

Applications (if copied),
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to the Secretary, Department
of English Language and Literature,
University of Birmingham,
PO Box 363, Birmingham B15
2TT, from whom further particu-
lars can be obtained.

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Applications are invited for the positions of Research Officer in the Research work on a two year research project in the Department of Financial control of small rapid growing firms in the Midlands. Applicants should be graduates in business studies or economics, or persons having a degree in finance and/or accountancy. For consideration for an Officer appointment the candidates should have some business experience.

The salary for the Research Officer is £2,500 and for the Research Assistant, up to £2,000.

Application forms and further details may be obtained from the Personnel Officer, University of Birmingham, Edgbaston, B15 2TT, or from the University of Birmingham, 100, The Quadrant, Birmingham, B15 2TT.

EDINBURGH

**THE UNIVERSITY
DEPARTMENT OF CHEMISTRY**

Applications are invited for Lectureships in the Department of Chemistry in October 1976, or as soon as possible thereafter. There are two vacancies, £9,118 to £14,046, plus threshold payments and superannuation benefits (salary scale under review).

Further particulars from The Administrative Assistant, Faculty of Chemistry, University of Birmingham, Edgbaston, B15 2TT, or from the Department of Chemistry, University of Edinburgh, George Square, Edinburgh, Scotland, EH8 9JY.

Applications are invited for the Chair of Public Law, from June 1, 1977 to June 30, 1978. The salary to be arranged. The salary to be \$25,000 with continuing pension. For details, see the F.R.D. 77/18. Applications should be received by June 30, 1976. Particulars may be obtained from the Dean of the Law School, the Queen's University of Belfast, BT7 1NN Northern Ireland.

[illegible]

From Patricia Bae, Banded
March 1970, to which the
relations exist, but submitting
that the University is not
it is hoped that the successful
person that will graduate
later than 31 January 1971.

Appointment will be subject to
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Cambridge, 10, The Quadrant,
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and application of electronics, particularly of new techniques and a sound understanding of basic electronic principles, together with a knowledge of the basic principles of the operation of control engineering systems within the range 0.1 to 100 Hz, and power threshold payments and associated allowances.

Application form and further particulars from the Director of the Department of Chemical Industries Technology, Cranfield Institute of Technology, Bedford Road, Cranfield, Bedfordshire, MK43 0AL, closing reference 639.

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Applications are invited for a Chair in Linguistics for appointment from Let October 1986. The holder of the Chair will be expected to teach and supervise postgraduate students in the field of linguistics. The holder will also be expected to contribute to the research programme of the Department of Linguistics, University of Essex. Detailed application forms, which must be accompanied by a curriculum vitae, and references, should be sent by air mail to the Registrar, University of Essex, Colchester, Essex, CO1 3UP.

techniques. The salary of the successful candidate will be not less than Rs. 10,000 per annum inclusive of gratuity and provident fund benefits.

Applications (15 copies) quoting reference G/89/7182, location of the post, qualifications and the names of three referees, should be sent to the Director, University of Calicut, P.O. University of Calicut, Calicut-673 009, Kerala, India. The closing date for receipt of applications is 27th September 1978.

KEELE

THE UNIVERSITY

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Applicants should hold a good honours degree and have a good knowledge of English as a second language. Experience in the field of Development and Maternalism is especially sought and experience of developing countries would be advantageous.

period not exceeding three years.

Applications and requests for further information should be sent to the Director of the University, Norfolk House, 100 Queen's Gate, London, W.2. For further information, reference No. 1/10A/3100 in all correspondence.

DURHAM

DURHAM UNIVERSITY

RESEARCH ASSISTANT, IN THE BUSINESS SCHOOL.

Applications are invited for the post of Research Assistant in the Business School in the University of Durham. The successful candidate will work on an investigation sponsored by the Social Sciences Research Council on the subject of "Institutional Change in a Development Economy".

Further particulars and applications forms may be obtained from the Director of the School, to whom completed forms should be returned by 30th June, 1975.

KEELE

THE UNIVERSITY

RESEARCH FELLOW IN ELECTRONIC MUSIC

Further particulars and applications may be obtained from the Registrar General, Staff, etc. Department, Government of India, New Delhi, 110 054, India, by return of post.

GRADUATE ASSISTANT IN ARCHAEOLOGY
Applications are invited for the post of Graduate Assistant in Archaeology, in the Department of Classics and Archaeology. Applicants should have excellent knowledge of English and archaeological terminology.

SALARY will be on the scale of £1,200 per annum. The post will be initially for two years.

Further particulars may be obtained from the Registrar, University of Liverpool, University House, Chester, or from the Secretary to the Faculty of Arts, University of Liverpool, to whom applications (in the case of ladies) should be sent not later than 28th June, 1974.

TEMPORARY LECTURER IN HISTORY
Applications invited for the post (tenable for one year from 1st September, 1974) of Temporary Lecturer in History. Applicants should have relevant qualifications and experience in the subject and a minimum of £2,100 per annum. £2,100 per annum. Shortlist 1st month, September.

Particulars and applications may be obtained from the Registrar, University of Liverpool, to whom applications should be sent not later than 11th July, 1974.

MALTA
THE ROYAL CANALISRY
Applications are invited for the post of Lecturer in Chemistry. The applicant should be qualified to lecture in chemistry in the first or second degree and should be a member of the Faculty of Science and Engineering Council of the field of research carried out by the Department. The post is a research research interests of a research nature.

Duties involve contributions to undergraduate teaching as well as to postgraduate and postdoctoral teaching facilities. These are concerned with the development of a discipline, research kinetics at high temperatures, and the preparation of energy release and energy storage systems. Laboratory work for students is available in the fields of thermodynamic and laser work are available.

Ful curriculum often with a list of publications and a list of references. The list of references is the basis of the Department's Department of Chemical Engineering at Imperial College, London SW7 2BX.

MANCHESTER

NATAL

**DEPARTMENT OF CHEMISTRY
RESEARCH ASSISTANTSHIP FOR
ELECTRON-DIFFRACTION
STUDIES OF
MOLECULAR STRUCTURE**

A post-grad Research Assistant position is available in the electron-diffraction group. The successful candidate will be responsible for on-phase studies of molecular crystals. The work is highly creative and involves the development of microdiffraction techniques for the use of the ICL 1970/200 computer. Experience of computer programming and of electron diffraction methods would be an advantage.

The post is situated at B. 10, and is available for two years. Initial salary range is £10,000-£12,000 p.a. (plus £240) with superannuation.

**PROFESSOR AND HEAD OF
DEPARTMENT OF MATHEMATICS
UNIVERSITY OF DURHAM, LEazes
Campus, Durham, Co. Durham
enforce ADV. 45/76**

**PROFESSOR, MATHEMATICS
THE APLICAT. MATHS. INSTR. IN
THE PHYS. DEPT. ADV. 45/76**

The salary scale attached to each post is £10,000 to £14,000 to £16,000 by GAO to £17,500 by GAO.

To communicating salary matters will be dependent on the qualifications and/or experience of the successful candidate. In addition, an annual 'vacation' bonus is payable in respect to Treasury regulations.

Application forms, particulars of the post in full and details of the salary scale, pay awards, leave, staff benefits, housing loan or other facilities, and conditions of employment and travelling expenses will be sent on request.

MANCHESTER
THE UNIVERSITY
DEPARTMENT OF EXTRA-
MURAL STUDIES
STAFF TUTOR IN APPLIED
SOCIAL STUDIES

Applications are invited for a Staff Tutor to coordinate academic qualifications and practical experience in teaching and develop Extra-Mural Studies, particularly in-service courses for local authority staff on the Certificate Scale. The successful candidate will be expected to deliver lectures plus threshold payments, including a salary probably in the lower part of the scale.

Further particulars and applications forms may be obtained from the Registrar, University of Manchester, Oxford Road, Manchester, M13 9PL. Closing date for applications: 11/9/76/THREE.

MANCHESTER
THE UNIVERSITY

NEWCASTLE upon TYNE
THE UNIVERSITY
SCHOOL OF ARCHITECTURE

Candidates with a good Arts Degree are invited to apply for a 3 year full-time **DISSEMINATION TUTOR** in the School of Architecture. The principal duties of the Tutor will be to supervise and assist students in the preparation of written dissertations. Desirable skills in Architectural Drawing, Model Making and Collection of Information and the ability to give lectures are essential. In good likelihood the successful candidate will be expected to supervise students in subject matters which will cover historical and contemporary architectural aspects and other architectural subjects.

This appointment is a part of the School of Architecture is intended for those in the first instance, with a minimum of 2 years' experience in a related field and is part of a 3 year programme of study.

[illegible][illegible]

Applications have to be sent to the post payable for one year from the date of admission to the University of Toronto, Ontario, Canada. The subjects of interest are: In early autumn, influenza and typhoid in the tropics and sub-tropics; in the middle of the year, malaria, typhoid, dengue, and other tropical diseases; in the winter, influenza, typhoid, and other diseases.

Particulars and application forms may be obtained from the Director, Tropical Diseases, University of Toronto, 110 St. George Street, Toronto, Ontario, Canada.

MALTA

THE ROYAL COLLEGE

Applications are invited for the post of Lecturer in Tropical Diseases in the Department of Tropical Diseases, University of Malta, Valletta, Malta. The applicant should be a qualified medical officer with a minimum of five years' experience in the field of research carried out by the Department. The post is a full research interest of the Department.

2440,871). According to Quinn's salary will, where an appointment, he considered for a well-qualified appointments. In addition, a year of being a P.S.B.U. family rates. Quinn was also a public relations officer (including a curriculum) with three referees, should be sent to the University of Maryland, Baltimore by 6 July, 1973.

Applicants resident in U.K. should send a copy to the Director, University Centre, 11 Wyndham Street, London W1A 1AA, England. Further details may be obtained from either address.

NATAL

PROFESSOR WITH LEAD OF DEPARTMENT, MATHEMATICS, CALIFORNIA STATE UNIVERSITY, Full-time, permanent appointment to this position for the year 1975-76. Salary \$24,000. Interview ADV. 5/2/76

PROFESSOR, MATHEMATICS for the APPLIED MATHEMATICS, Durham University, ADV. 5/3/76, Salary \$24,000

The salary scale attached to each post is \$11,000 per annum to \$19,000 per annum by £400 to £11,500 per annum.

To commencing salary notch will be dependent on the qualifications and/or experience of the successful candidate. In addition, an annual vacation allowance based on 10% of salary subject to Treasury regulations.

Application forms, further particulars of the post, information on the institution and staff purposes, travelling loan and salary details, and details of the conditions and travelling expenses will be sent on request.

of tickets not later than 30th
September 1936. For further
ADV reference number.

NEWCASTLE upon TYNE
THE UNIVERSITY
SCHOOL OF ARCHITECTURE

Candidates with a good Arts
Degree are invited to apply for
the post of **DEPUTY LECTURER**
DISSEMINATION METHODS in the
School of Architecture. The
duties of the post will be to
prepare lectures on the subject
of dissemination of the subject
to students in the preparation of
written reports and to give
lectures on the subject to the
Students of the School of Archi-
tecture. The post involves the
collection of information and
the preparation of lectures. The
form is essential and the candi-
date is expected to make stu-
dents interested in the subject
which will involve a wide
knowledge of the subject, includ-
ing social, historical and archi-
tectural and other architectural
aspects.

This appointment on the
staff of the School of Archi-
tecture has been made for the
first instance, with re-
newal of the appointment for
the next two years and a half
subject to the approval of the
University Council.

Salary will be an annual stipend on the Grade 12 (senior) scale, £1,000 to £2,757 (increasing with seniority) to suit qualifications and experience. Also the standard overseas payment of £200 on first annual (pro-rata).

Applications with the names and addresses of referees, within three weeks of the appearance of this advertisement, to: **Professor M. H. Smith, Department of Agriculture, University of Auckland, New Zealand.** The University, Newcastle upon Tyne NE1 7RU.

NEW ZEALAND
VICTORIA UNIVERSITY OF
WELLINGTON
LECTURESHIP IN INMIGRATION

Applications are invited for the above mentioned position. The successful candidate will be required to deliver lectures on the subject of immigration to the University of Wellington. The salary will be £10,000 per annum. The successful candidate will be required to deliver lectures on the subject of immigration to the University of Wellington. The salary will be £10,000 per annum.

Further particulars and application procedure from Association of Commonwealth Institutions (A.C.I.) 16, Gordon Square, London WC1H 9PP

Universities continued

OXFORD

UNIVERSITY OF OXFORD
DEPARTMENT OF POLITICAL
AND AGRICULTURAL
SCIENCE AND ECONOMICS

It is proposed to appoint a Lecturer in the Department of Political and Agricultural Science and Economics. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Political and Agricultural Science and Economics, University of Oxford, 1, Wellington Square, Oxford OX1 2JG. Closing date: 15 July 1975.

OXFORD

THE UNIVERSITY
DEPARTMENT OF BIOLOGY

The University proposes to appoint a Lecturer in the Department of Biology. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Biology, University of Oxford, 1, Wellington Square, Oxford OX1 2JG. Closing date: 15 July 1975.

OXFORD

THE UNIVERSITY
DEPARTMENT OF BIOLOGY

The University proposes to appoint a Lecturer in the Department of Biology. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Biology, University of Oxford, 1, Wellington Square, Oxford OX1 2JG. Closing date: 15 July 1975.

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DEPARTMENT OF BIOLOGY

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NOTTINGHAM

THE UNIVERSITY
DEPARTMENT OF HUMAN
ANATOMY

Applications are invited for a temporary Lectureship in Human Anatomy. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Human Anatomy, University of Nottingham, Nottingham. Closing date: 15 July 1975.

SOUTHAMPTON

THE UNIVERSITY
DEPARTMENT OF COMMUNICATIONS

Applications are invited for a temporary Lectureship in the Department of Communications. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Communications, University of Southampton, Southampton. Closing date: 15 July 1975.

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THE UNIVERSITY

COLLEGE OF WALES
DEPARTMENT OF HUMAN
ANATOMY

Applications are invited for a temporary Lectureship in Human Anatomy. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Human Anatomy, University of Wales, Aberystwyth. Closing date: 15 July 1975.

SALFORD

THE UNIVERSITY
DEPARTMENT OF COMMUNICATIONS

Applications are invited for a temporary Lectureship in the Department of Communications. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Communications, University of Salford, Salford. Closing date: 15 July 1975.

SALFORD

THE UNIVERSITY
DEPARTMENT OF COMMUNICATIONS

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SALFORD

THE UNIVERSITY
DEPARTMENT OF COMMUNICATIONS

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Fellowships and Studentships

PAISLEY COLLEGE
RESEARCH STUDENTSHIPS

Paisley College invites applications from graduates for Research Studentship leading to CNA Awards of M.Phil. or Ph.D. Opportunities are available in the following Departments of the College:

- Biology
- Chemistry
- Physics
- Maths & Computing
- Civil Engineering
- Mechanical Engineering
- Electrical Engineering
- Social Studies
- Economics & Management

Grants similar to SRC rates are payable to successful applicants.

For full details of projects and topics available please telephone or write to:

The Secretary (Postgraduate Studies),
Paisley College,
High Street,
Paisley PA1 2PH.
Tel: 041-881 1241.

THE OPEN UNIVERSITY

Research Studentship in
Automatic Speech Recognition

Applications are invited for an SRC Research Studentship concerned with studies of human perception and the computer simulation of brain processes. Graduates in psychology with an interest in computers and computing, or vice versa, are particularly suitable. Applicants should write immediately to Professor J. J. Sparkes (ASR3), The Open University, Walton Hall, Milton Keynes MK7 6AA, stating qualifications, experience and interests.

WALES

THE UNIVERSITY
SAINT DAVID'S UNIVERSITY
COLLEGE
Lampeter

Applications are invited for a temporary Lectureship in the Department of Geography. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Geography, Saint David's University College, Lampeter. Closing date: 15 July 1975.

ZAMBIA

THE UNIVERSITY
DEPARTMENT OF HUMAN
ANATOMY

Applications are invited for a temporary Lectureship in Human Anatomy. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Human Anatomy, University of Zambia, Lusaka. Closing date: 15 July 1975.

TRINIDAD

UNIVERSITY OF THE WEST
INDIES

Applications are invited for a temporary Lectureship in the Department of Human Anatomy. The appointment will be for a full-time post, with a salary of £12,000 per annum, plus a pensionable allowance of £1,000 per annum. The successful candidate will be responsible for the teaching of the subject and for the supervision of research students. The post is open to applications from both men and women. Applications should be sent to the Department of Human Anatomy, University of the West Indies, Trinidad. Closing date: 15 July 1975.

UNIVERSITY OF OXFORD

Careers Advisor

Applications are invited for the post of Careers Advisor to join the interviewing staff of the Oxford University Appointments Committee. The work consists of interviewing graduates and undergraduates to help them decide on career fields which suit them. It also includes the development of specialist knowledge on different career fields, and the maintenance of close contact with employers, and with the Academic staff of the University. The position is open to men or women graduates in any subject. The preferred age is 25-45. The salary on appointment would be in the range £2,347-£5,430 (threshold included). Closing date 27th June 1975. Write for further details to: The Secretary, Oxford University Appointments Committee, 56 Banbury Road, Oxford.

CITY OF BIRMINGHAM

THE POLYTECHNIC
ACADEMIC REGISTRY
COURSE DEVELOPMENT AND
ACADEMIC INFORMATION
TEAM

For the responsibility of preparing for the City of Birmingham Polytechnic, a team of academic staff is required. The team will be responsible for the development and delivery of courses in the following areas: Business Studies, Engineering, Health Studies, Law, Life Sciences, Physical Sciences, Social Sciences, and The Arts. The team will also be responsible for the development and delivery of courses in the following areas: Business Studies, Engineering, Health Studies, Law, Life Sciences, Physical Sciences, Social Sciences, and The Arts. The team will also be responsible for the development and delivery of courses in the following areas: Business Studies, Engineering, Health Studies, Law, Life Sciences, Physical Sciences, Social Sciences, and The Arts.

LEICESTER

THE POLYTECHNIC
DEPARTMENT OF ELECTRONICS AND
ELECTRICAL ENGINEERING

Applications are invited from graduates for Research Studentship leading to CNA Awards of M.Phil. or Ph.D. Opportunities are available in the following Departments of the College:

LEICESTER

THE POLYTECHNIC
DEPARTMENT OF ELECTRONICS AND
ELECTRICAL ENGINEERING

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THE POLYTECHNIC
DEPARTMENT OF ELECTRONICS AND
ELECTRICAL ENGINEERING

Applications are invited from graduates for Research Studentship leading to CNA Awards of M.Phil. or Ph.D. Opportunities are available in the following Departments of the College:

Polytechnics continued

LANCHESTER
POLYTECHNIC

Coventry - Rugby

FACULTY OF ENGINEERING

Research Fellow or
Senior Research Fellow

A graduate in Mechanical Engineering, preferably with research experience in the stress design of large structures. The appointment is expected to be for two years commencing the 1st September. Salary will be dependent on the level of appointment and will be related to a Birmingham Further Education Scale.

Salary within the Range: £2,670-£4,200-£5,001-£5,813, plus £220.00 Threshold payment.

Lecturers Grade II/Senior
Lecturers in: Electrical
and Electronic Engineering
Civil Engineering

Temporary appointments for one or two years from 1st September, 1975.

Research Assistant

Applications are invited from candidates qualified in Oceanography, preferably with a knowledge of statistics. The appointment will be for two years commencing September, 1975.

GLASGOW
COLLEGE OF
TECHNOLOGYSENIOR LECTURER IN ORGANISATION, THEORY
AND DEVELOPMENT

To be involved in the teaching and development of organisational studies within the existing range of undergraduate, postgraduate and continuing education courses. Additionally, the successful applicant will be expected to play a leading role in future development work of CNA degrees and diplomas.

OXFORD
POLYTECHNIC

Applications are invited for the following posts:

Lecturer-
Senior Lecturer
in MathematicsLecturer-
Senior Lecturer
in ArchitectureTemporary Lecturer
in
Computer Science

Salaries:
Lecturer-Senior Lecturer:
£2,670-£4,200-£5,001-£5,813

Further details and application forms from:
THE DEPUTY DIRECTOR,
OXFORD POLYTECHNIC,
OXFORD, OX3 0BP

For a wide range of good opportunities occurring in your subject you need to follow the T.H.E.S. week by week

Queen Margaret College
EDINBURGH

Applications are invited for appointment in September, 1975, to the following posts on the Academic Staff:

Senior Lecturer in Business Studies

To lead a team covering accounting, finance, book-keeping, office practice, legal aspects, economics.

Lecturer in Institutional Management

To teach catering and/or accommodation services.

Lecturer in Drama

To specialise in speech with interest in improvisation and directing plays.

Lecturer in Science

2 posts. (i) To teach basic and applied science with a special interest in textile science. (ii) To teach microbiology and some biology.

Lecturer in Home Economics

Qualified in food and nutrition or textiles or ergonomics or public administration.

Lecturer in Nursing Studies

With teaching qualification recognised by the General Nursing Council.

Lecturer in Health Visiting

With qualification recognised by the Council for the Education and Training of Health Visitors.

Candidates should be qualified academically at degree level unless otherwise stated and, for all posts, teaching experience and/or experience in the professions, industry or commerce is essential. The salary scales, which are due to be increased, are at present:

Senior Lecturer: £5,001-£5,813 (bar)-£6,420.
Lecturer: £2,670-£5,010 (bar)-£5,412.
Plus cost of living supplement of £229.00 per annum.

Application forms and further particulars of the posts, the College and its courses, can be obtained from: The College Secretary, Queen Margaret College, Clerwood Terrace, Edinburgh, EH12 8TS. Tel: 031-334 8111.

Colleges of Art

Ravensbourne College of Art and Design
School of Fashion

HEAD OF DEPARTMENT

Applications are invited from practising designers in the fashion industry who have teaching experience, preferably at advanced level. The department is exceptionally well equipped and is located in the recently completed purpose-built College. All courses, with the exception of the foundation years, are recognised for the award of BA honours degrees. Further details and application forms available from the College Secretary, Ravensbourne College of Art and Design, Watford Road, Chislehurst BR7 5SN. Tel: 01-468 7071. Closing date for receipt of applications: 20 June 1975.

Librarians

SHEFFIELD
SHEFFIELD POLYTECHNIC
LIBRARY SERVICE

Applications are invited for appointment in September, 1975, to the following posts on the Academic Staff:

Senior Lecturer in Business Studies

To lead a team covering accounting, finance, book-keeping, office practice, legal aspects, economics.

Lecturer in Institutional Management

To teach catering and/or accommodation services.

Lecturer in Drama

To specialise in speech with interest in improvisation and directing plays.

Lecturer in Science

2 posts. (i) To teach basic and applied science with a special interest in textile science. (ii) To teach microbiology and some biology.

Lecturer in Home Economics

Qualified in food and nutrition or textiles or ergonomics or public administration.

Lecturer in Nursing Studies

With teaching qualification recognised by the General Nursing Council.

Lecturer in Health Visiting

With qualification recognised by the Council for the Education and Training of Health Visitors.

Candidates should be qualified academically at degree level unless otherwise stated and, for all posts, teaching experience and/or experience in the professions, industry or commerce is essential. The salary scales, which are due to be increased, are at present:

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Colleges of Further Education

LONDON
INNER LONDON EDUCATION
SOUTH LONDON COLLEGE
Formerly Newmarket Technical College

Applications are invited for appointment in September, 1975, to the following posts on the Academic Staff:

Senior Lecturer in Business Studies

To lead a team covering accounting, finance, book-keeping, office practice, legal aspects, economics.

Lecturer in Institutional Management
To teach catering and/or accommodation services.

Lothian Regional Council NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

Department of Computer Studies

LECTURER (A) in COMPUTER STUDIES

(Ref. 4 Co/4/1)

The Department provides courses for the National Computer Society Part I and Part II examinations and for Diplomas and Certificates in Computing Subjects and also services a wide range of scientific, technological and commercial disciplines in courses up to CNAIA degree level. The Computer unit has an ICL 1602 disc based computer and a mini-computer with interactive facilities is planned for the near future. Applicants should possess an honours degree or equivalent professional qualifications. Previous experience in commercial or industrial applications of computers would be an advantage.

Department of Printing and Publishing

LECTURER (A) in PRINTING TECHNOLOGY/ADMINISTRATION

(Ref. 2PP/4/13)

Candidates must offer experience in print production control/development and printing administration. The successful applicant will be expected to teach printing technology/administration to students on the Higher Diploma course in Printing (Production and Administration). Applicants should possess a degree in Printing Technology and/or equivalent professional qualifications and preferably have had industrial or teaching experience.

Salary Lecturer (A): £3,210-£6,012 (bar)—£6,405 with pension according to experience. Further particulars and applications from the Academic Registrar (T), Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT, to whom they should be returned by 18 June, 1978, quoting reference.

General Vacancies

Hull College of Commerce

Lectureship vacancies

Hull is the centre of the new Humberide region, one of the largest ports in the United Kingdom and a major industrial and commercial area. There are close links with the Continent and the City is surrounded by pleasant residential areas offering a wealth of social, leisure and sporting amenities.

The Hull College of Commerce is located in a modern purpose-built unit which is being developed as an educational complex, close to the heart of the city.

PRINCIPAL LECTURER IN LAW

preferably with C.N.A.A. experience. A degree course in Business Studies is awaiting D.E.S. approval, and a Law degree submission is being prepared. Please refer to this advertisement when writing for further particulars and a form of application. Completed forms should be returned by not later than 20th June, 1978.

Wilton Park

Academic Staff

The Foreign and Commonwealth Office

Invites applications for two posts on the Academic Staff of Wilton Park at Wilton House, Steyning, Sussex, which arranges discussions on British policy and international relations among leading personalities from the OECD countries.

Practical experience in politics, international or industrial relations and/or a relevant degree required. Post No. 1: Bilingual German is essential; working knowledge of French helpful. Duties to start on 1 October, 1978.

Post No. 2: Bilingual French is essential; working knowledge of German helpful. Duties to start on 1 January, 1979.

Appointments would be for two years in the first instance. Existing membership of FSSU can be continued. Salary in the range of £5,680-£6,375 according to qualifications.

Applications to: The Warden of Wilton Park, Wilton House, Steyning, Sussex BN4 3DZ, not later than the end of June 1978.

Interviews will be held during the second half of July in London.

City of Manchester

EDUCATION COMMITTEE

PRINCIPAL-DESIGNATE

A new College is to be formed through the merger of three existing Colleges of Education:

Elizabeth Gaskell College
Manchester College
Mather College

The Principal-Designate is to be appointed as soon as possible so that he or she will be able to play a full and leading part in the planning of the new College which is anticipated to be formally designated on 1st September 1978. The new College will be mainly concerned with teacher education, with a measure of diversified courses in teacher education courses will be validated by the University of Manchester. The initial salary will be from the range £9,768-£10,286 per annum.

Application form and further particulars are available from the Chief Education Officer (Ref. F/7/22) Further Education Branch, Education Office, Crown Square, Manchester, to whom they should be returned by 18th June 1978.

Delegacy of Local Examinations, Oxford Appointment of Secretary to the Delegates

The Delegation invite applications for the post of Secretary to the Delegates. It is hoped that the successful candidate will join the Delegation in October 1978, and take over as Secretary on 1st October 1978. The post is a full-time position. The salary will be on the Oxford Professorial Scale, plus departmental allowance. The person appointed will be required to belong to a University superannuation scheme. A person with teaching experience and if possible administrative experience is required. Preference will be given to a person with a degree in Education. The post is a full-time position. Further particulars, and forms of application, to be returned by Tuesday, 19th July, 1978, may be obtained from the Secretary of Local Examinations, Ewer Place, Summertown, Oxford, OX2 7BZ.

Announcements

OXFORD

LINEAR COLLEGE

RESEARCH GRANT

The College invites applications from young scholars for a non-recurrent grant of £1,000 for the support of a research project. The grant is to be awarded to a student in the course of the academic year 1978-79. The research project should be of an original nature and should be directed towards the obtaining of any degree or diploma.

Application should be made by letter to the Principal, Linear College, Oxford, before 30th June, 1978. Applicants should give details of their previous academic career, the names of two academic referees, and a brief account of the work proposed.

Overseas

BENDIGO INSTITUTE OF TECHNOLOGY AND STATE COLLEGE OF VICTORIA (BENDIGO) (Australia)

CHIEF LIBRARIAN

A new major tertiary institution to serve the needs of Northern Victoria is being developed in Bendigo based on the site of the Bendigo Institute of Technology and the State College of Victoria (Bendigo).

The two existing colleges are presently in the process of merging and the new institution will be incorporated as an autonomous College of Education. The present wide range of tertiary courses will continue to be offered and further developments in particular in degree and Graduate level will be pursued in the fields of Applied Science, Business Studies, Engineering, Arts, Teacher Education and General Studies.

The combined college campus will be developed on the present site of 84.4 hectares, a 10 km from the Bendigo city centre, 100 km north west of Melbourne. A wide range of schooling at primary and secondary levels and other facilities normally expected in a modern city of the size of Bendigo are available.

The Institute will meet the costs of rates for the appointee and his family and assist in payment of removal costs within certain limits.

Applications are invited from suitably qualified persons to fill the position of Chief Librarian in the structure of the new College. Salary Level: Chief Librarian, Grade 11—£20,202 per annum (plus superannuation).

The appointee will take charge of the College Library and will lead a team initially consisting of more than thirty professional and other staff. The main responsibility will be to formulate and implement policy relating to the collection, administration and management of the library and to the functions of the library.

It is essential that applicants possess professional qualifications in librarianship, together with extensive experience in particular, library administration. An understanding of the needs of a tertiary institution would be regarded as an advantage.

Ability to supervise and motivate staff and to create and maintain good relations with a wide variety of persons using the services of the library are seen as important attributes.

Further particulars are available from the Academic Officer, Bendigo Institute of Technology, 70th Hill, Bendigo 3580, Victoria, Australia, to whom applications should be forwarded by airmail before July 14, 1978.

Following a period of unprecedented demand for its Diploma of Business (Accounting), the Gippsland Institute of Advanced Education is currently planning a multi-discipline degree programme in Business Studies for introduction in 1977. The successful candidates for the advertised position will be invited to join the staff of the Institute at a convenient date in 1975. Applications are invited for the following new positions in the Institute's School of Business and Social Sciences:

PRINCIPAL LECTURER - BUSINESS STUDIES

The successful applicant will be required to provide the necessary academic leadership in order to develop a degree programme which meets the needs of internal and external students and the standards of appropriate accrediting bodies. The appointee will have an outstanding academic and practical background in at least one of the following areas: Accounting, Economics, Administrative Studies, Law. Accordingly, applicants should possess a higher degree, tertiary teaching experience and evidence of professional or administrative skill in a position of responsibility, preferably in Victoria.

SALARY will be \$(A)18,312 per annum.

LECTURER - BUSINESS STUDIES

An appointment will be made in one of the following teaching areas: Accounting, Administrative Studies, or Law. Applicants should have suitable academic qualifications as well as significant practical experience. Relevant professional or administrative background will receive high priority and applicants with lesser academic qualifications who can demonstrate this. The appointee will have the opportunity to contribute to the planning of a multi-discipline degree programme in Business Studies for introduction in 1977.

SALARY will be according to qualifications and experience, with an incremental salary range for Lecturer, which is currently \$(A) 11,250 p.a. to \$(A) 15,100 p.a.

GENERAL: A member of the Institute's academic staff will be expected to contribute to the teaching of his discipline in team situations in multi-disciplinary degree and diploma programmes. In both internal and external teaching programmes. In addition to the programmes offered within their own School, staff may also be required to contribute to programmes offered within other Schools.

CONDITIONS include a superannuation scheme, provision for recreation and study leave, and an attractive staff housing scheme to provide finance for building or buying a home. Fares for each appointee and his family, reasonable removal costs and a settling in allowance will be paid. Assistance may be provided, if required, in obtaining temporary housing.

Further information may be obtained from the Registrar.

APPLICATIONS giving full personal particulars (including qualifications, experience, present position, the names and addresses of three referees, telephone number and a small personal photograph) close on 21 July 1975, with:

The Registrar,

Gippsland Institute
of Advanced Education
P.O. Box 42, Churchill, Victoria, Australia, 3842.

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In Parliament

Teacher training cutback 'could save £65m'

There are at present 115,000 teacher training places outside the universities—and cutting that figure back to 60,000 would save about £65m a year, Mr Reg Prentice, Secretary of State for Education and Science, has told a Conservative MP.

Dr Keith Hampson (Ripon) had asked Mr Prentice in the Commons how much capital and recurrent expenditure it is calculated will be saved by reducing the teacher training capacity outside the universities to 60,000 places.

Mr Prentice said in a written reply that the saving would be about £65m a year at 1974 survey prices, and went on: "Our latest estimate is that about 50,000 of the places no longer required for teacher training will continue in use for other higher and further education purposes."

"Although it is very difficult to make a firm estimate, the capital expenditure required to provide this number of places might be about £175 million, again at 1974 survey prices."

Medical schools

Another Conservative, Mr Anthony Steen (Waverley) asked Mr Prentice whether, in view of the current shortage of British-born doctors, he would take steps to encourage medical schools to relax the entrance qualifications for British-born students in line with the requirements expected from non-national medical students and thus increase the intake of British-born students wishing to study medicine.

Mr Prentice replied: "Standards of admission are a matter for the universities and medical schools concerned, but I understand that no medical school lays down entrance requirements which are more severe for British-born students than for others."

Mr Steen asked how many non-nationals applied to attend medical school in Britain in each of the past three years; how many such applications were refused; and what was the proportion of non-nationals attending medical school in Great Britain in the same period.

He also asked how many British-born students applied to attend medical school in Britain in the past three years and how many were refused.

Mr Prentice said the number of candidates applying through the Universities Central Council on Admissions for entry to medical schools in the United Kingdom, and the number refused, was given in a table (below).

Mr Neil Kinnock (Lab. Bedwely) asked the Secretary of State for Education and Science what representations he has received about fees payable by overseas students for degree courses; what response he has made; and if he will make a statement.

Mr Prentice: "The representations I have received fall into three broad categories:

(i) urging that fees for overseas students should be increased,

(ii) urging that they should be reduced, and

(iii) seeking to establish the costs of tuition of overseas students and who bears, or should bear, them.

"The Government's response to many of these representations was contained in the reply I gave to a question by my hon friend the member for Oxford (Mr Luard) on March 18, 1975, to which I have nothing to add."

Marine biology

In the House of Lords, Baroness Emmet of Amberley asked what courses are available in marine

biology and at which universities can degrees be obtained in this subject.

Lord Crowther-Hunt, Minister of State, Department of Education and Science, replied: "I understand that undergraduate courses leading to a first degree in marine biology are offered at the Universities of Heriot-Watt and Liverpool. Courses in zoology with marine biology and in botany with marine biology are provided at the University College of North Wales, Bangor. A post-graduate course leading to a master's degree is also available at Bangor."

"Fourteen other universities or university colleges provide courses in marine biology as part of first degree courses."

Baroness Emmet asked whether Lord Crowther-Hunt would consider asking the educational authorities at these establishments to get in touch with their opposite numbers in the EEC so that information on possibly personnel might be exchanged between 'skilled people in this subject'."

Lord Crowther-Hunt: "Universities are, of course, independent self-governing institutions. They will no doubt take note of what the noble Baroness has said, but I cannot really give an assurance that the contacts she has asked should be made."

Applications for medical courses

Percentage of overseas students in all medical schools in the United Kingdom

Academic year of admission

Overseas candidates

United Kingdom

Overseas candidates

United Kingdom

Overseas candidates

United Kingdom

Overseas candidates

United Kingdom

Overseas candidates

United Kingdom

Overseas candidates

United Kingdom

Overseas candidates

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Overseas candidates

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Overseas candidates

United Kingdom

Overseas candidates



Lord Crowther-Hunt, Minister of State, Department of Education and Science, with students and staff of the University of Newcastle upon Tyne.

Baroness Emmet said she understood, but "simply wanted some encouragement from the authorities."

Lord Wynne-Jones asked if Lord Crowther-Hunt was aware that at the University of Newcastle upon Tyne a marine biological station had been maintained for many years "and that this is an integral part of the university?"

"Is he further aware that the professor of zoology is named as the director of the marine biological station and that, as well as research facilities, a full course is given in marine biology?" Can my noble friend tell me whether the Plymouth marine biological research station is associated in any way with any university in this country?"

Lord Crowther-Hunt: "Newcastle was on my list as one of the universities which made a contribution in this field."

Lord Balfour of Inchrye: "Would the Government encourage a graduate course in marine biology at one of the universities in Edinburgh, Glasgow or Aberdeen, because from the list he gave there is nothing in Scotland?"

Lord Crowther-Hunt: "One university in Scotland was certainly mentioned, and in addition, I know that a good deal of work also goes on at the University of Glasgow."

The Earl of Kimberley: "My Lords, are there any agricultural colleges in England, other than the one in Hampshire which will be starting courses in fish farming?"

Lord Crowther-Hunt: "That is a slightly different question."

Students

Lord Elton asked under what circumstances grants for married male students paid in respect of dependent children fall below the level

regarded as necessary for their support by the Supplementary Benefits Commission, and whether the Government regarded this situation as satisfactory.

Lord Crowther-Hunt replied: "Under the student grant arrangements which apply during the current academic year, the allowance paid for a dependent child is less than that now paid under supplementary benefit, the rates of which were increased last month."

"Rates of grant aid allowances for students are now being reviewed and an announcement will be made very shortly about the rates which will apply from the next academic year."

"We consider that the student grant arrangements, taken as a whole, are reasonably fair, and enable a student to complete his course without undue hardship to himself or his family."

Lord Elton asked Lord Crowther-Hunt to bear in mind the fact that supplementary benefit to make good the gap is available only in the vacation.

Lord Crowther-Hunt: "Under the supplementary benefit system at the moment a husband and wife get a weekly basic sum of £15.65 plus rent. A married student and his wife, under the main awards regulations, get the equivalent of a weekly payment of £24.29 which is intended to cover rent."

"A student may also be entitled to rent allowances, or rent and rates rebate from the local authority."

"It is true that under certain circumstances a married student with a very large number of children—particularly if they are nearer the age of 17 than 5—would be entitled to more under the supplementary benefit regulations than under the student grant regulations. But there are enormous complexities in this area."

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